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ABSTRACT

Part of the TRIED Series (teaching resources in the ERIC database, condensed and reorganized from their original sources to offer a wide but manageable range of teaching suggestions, useful ideas, and classroom techniques), this book focuses on practical suggestions for developing critical thinking, reading, and writing skills at both the elementary and the secondary level. Following an introduction and a user's guide, an activities chart indicates the skills emphasized in each lesson, as well as the types of activities (such as collaborative writing, role-playing, group presentations, etc.) found in each lesson. The next section offers 19 lesson outlines involving critical thinking, reading, and writing at the elementary level, while the following section on secondary education also offers 19 such lessons. Each lesson includes a brief description, objectives, and procedures. A 28-item annotated bibliography at the end of the book contains references to additional lessons and resources for incorporating critical thinking, reading, and writing into the classroom. (SR)

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Critical Thinking, Reading, and Writing

Teaching Resources in the ERIC Database

TRIED

by Mary Morgan
and Michael Shermis

U.S. DEPARTMENT OF EDUCATION
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Critical Thinking, Reading, and Writing

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and

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Clearinghouse on Reading and Communication Skills

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ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting various educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. We also cover interdisciplinary areas, such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

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Series Introduction

Dear Teacher,

In this age of the information explosion, we can easily feel overwhelmed by the enormity of material available to us. This is certainly true in the education field. Theories and techniques (both new and recycled) compete for our attention daily. Yet the information piling up on our desks and in our minds is often useless precisely because of its enormous volume—how do we begin to sort out the bits and pieces that are interesting and useful for us?

The TRIED series can help. This series of teaching resources taps the rich collection of instructional techniques collected in the ERIC database. Focusing on specific topics and grade levels, these lesson outlines have been condensed and reorganized from their original sources to offer you a wide but manageable range of practical teaching suggestions, useful ideas, and classroom techniques. We encourage you to refer to the sources in the ERIC database for more comprehensive presentations of the material outlined here.

Besides its role in developing the ERIC database, ERIC/RCS is responsible for synthesizing and analyzing selected information from the database and making it available in printed form. To this end we have developed the TRIED series. The name TRIED reflects the fact that these ideas have been tried by other teachers and are here shared with you for your consideration. We hope that these teaching supplements will also serve for you as a guide, introduction, or reacquaintance to the ERIC system, and to the wealth of material available in this information age.

Carl B. Smith, Director

ERIC/RCS

User's Guide for Critical Thinking, Reading, and Writing *TRIED*

These lessons offer practical suggestions for developing critical thinking, reading, and writing skills, and are divided into two sections for both elementary and secondary levels. An Activities Chart (pages vi-vii) indicates the skills emphasized in each lesson, as well as the types of activities (such as collaborative writing, role-playing, group presentations, etc.) found in each lesson. An annotated bibliography at the end of the book contains references to additional lessons and resources for incorporating critical thinking, reading, and writing into the classroom.

Lesson Design

These lessons offer practical ideas that have been gathered from their original source in the ERIC database and revised into a consistent format for your convenience. Each lesson includes the following sections:

Brief Description

Objectives

Procedures

Although the lessons are addressed to you, the teacher, many times the TRIED text addresses the students directly. These student directions are indicated with a "•" (bullet). Address these remarks to your students throughout the lesson, if you so choose.

You know your students better than anyone else. Adapt these lessons to the ability levels represented in your classroom. Some of the lessons were specifically written for certain levels, but can be modified easily.

Consider these lessons as recommendations from your colleagues who TRIED them and found that they worked well. Try them yourself, modify them, and trust your students to respond with enthusiasm. Students can learn the material better if they use a variety of ways to explore the meaning of the facts and ideas they are studying.

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Activities Chart

	Content Areas	Critical Reading	Critical Writing	Elementary Level	Films	Games	Group Activities	Information Analysis	Integrated Activities	Journal-Writing	Literature	Morals & Ethics	Newspapers	Perspective-Taking	Role-Plays/Drama	Problem Solving	Secondary Level	Self-Evaluation	Television/Radio
Reading Readiness (p.2)	X	X		X		X							X						
Learning Styles (p.4)		X		X											X			X	
Science & Social Studies (p.6)	X			X			X	X	X										
Pattern Stories (p.9)			X	X							X								
Problem Solving (p. 10)				X			X							X	X	X			
Conflict Resolution (p.12)			X	X			X									X			
Decision-Making Game (p.15)				X		X						X				X			
Thinking Skills (p. 16)				X				X	X							X			
Story Telling (p. 19)				X			X												
Kinesthetic Expression (p. 20)				X			X		X										
Owner's Manuals (p. 22)				X			X	X											
Filmstrips & Videos (p. 24)		X		X	X			X											
Role-Writing (p. 27)	X		X	X										X	X				
Whole Language (p. 29)		X		X			X				X								
Film Analysis (p. 31)				X	X										X				
Folk & Fairy Tales (p. 33)		X		X							X								
Group Activities/Drama (p. 36)				X					X					X					
Trade Books (p. 38)	X	X		X				X			X								
Conflict/Communication (p. 41)				X			X							X	X				

Activities Chart (continued)

	Content Areas	Critical Reading	Critical Writing	Elementary Level	Films	Games	Group Activities	Information Analysis	Integrated Activities	Journal-Writing	Literature	Morals & Ethics	Newspapers	Perspective-Taking	Role-Plays/Drama	Problem Solving	Secondary Level	Self-Evaluation	Television/Radio
Structured Debate (p. 44)							X							X			X		
Learning Processes (p. 47)	X		X													X	X	X	
Author Influences (p. 49)	X	X												X			X		
Use the News (p. 51)		X	X				X	X					X				X		
Webbing Techniques (p. 55)		X					X				X						X		
"Radio Broadcasts" (p. 58)		X					X	X					X				X		X
Moral Issues (p. 60)		X									X	X		X			X		
Historical Perspectives (p. 65)	X		X						X					X	X		X		
Writing to Learn (p. 67)	X		X							X						X	X		
Reading Guides (p. 69)	X	X						X									X		
News/Junk Mail/TV (p. 71)		X											X				X		X
Information Sources (p. 73)	X	X						X					X				X		
Information-Use Skills (p. 75)			X					X									X		
Facts and Opinions (p. 77)	X							X				X					X		
Newspapers: Humor (p. 79)		X											X				X		
Art Appreciation (p. 82)			X						X					X			X		
Thematic Units: Films (p. 85)			X		X						X						X		
Prereading/Follow-up (p. 86)	X	X						X						X			X		
Categorization/Analogy (p. 89)	X	X							X								X		

Elementary Education

Thinking Games

Critical Reading Readiness

Source

Hickey, M. Gail. "Developing Critical Reading Readiness in Primary Grades," *Reading Teacher*, v42 n3 December 1988, pp. 192-93.

Brief Description

Presents reading readiness activities, questions, and games that encourage critical thinking in primary-grade children.

Objective

To promote critical reading by encouraging critical thinking.

Procedures

Readiness Activities

Read a story to the class, then ask the following questions:

- Do you think this story is real or make-believe? Why do you think so? Could the things in this story really have happened? Have you ever heard of any *real* children who can fly? Can animals really talk?

Show students pictures that contain inaccuracies (for example, a car with a square wheel). Have them point out or identify mistakes. Children's magazines, such as *Highlights for Children*, often contain pictures of this kind.

Games

One student is chosen to be "It," and says to the class, "I am thinking of a country (or state, or president, etc.). What (or who) is it?" Members of the class try to guess the answer by asking pertinent questions to which the student who is "It" can answer only yes or no. The student who guesses correctly becomes "It," and the game continues.

Cut out and paste several newspaper ads or ads from a business directory on a piece of tagboard or in a folder. Attach a sheet of paper with several questions that can be answered only from reading the ads. Students must study the ads to locate relevant information. Include an answer sheet on the back of the folder for self-checking.

Hold up an object, such as a chalkboard eraser, and ask the children to locate a related object in the room (such as chalk or the chalkboard). Allow children to think up similar associations and ask the rest of the class to find the related item.

Questions

Make a chart of sentences or phrases telling who, what, when, where, and how. Students must check the response that answers the phrase, as in the following chart.

	Phrases	Who	What	When	Where	How
1.	on the left side				X	
2.	the 3rd grade teacher	X				
3.	wind and rain		X			
4.	Tuesday at noon			X		
5.	move very slowly					X

Using the social studies text (or any other appropriate book), have students locate on a given page sentences that answer the questions who, what, when, where, why, and how. Write these words on the chalkboard or overhead projector as column headings and ask students to give examples aloud.

After students have read an account of a famous person, event, invention, etc., have them write ten identifying clues, each more explicit than the first. Make a game of guessing the correct answer from the fewest number of clues.

Read aloud an unfamiliar passage from your social studies text, stopping at a dramatic point. Ask the students what they think happened next, and why. Next time, have children read copies of a passage silently, withholding the next page or section until the class has had an opportunity to discuss the possible outcomes.

Results/Benefits

When students receive instruction in critical thinking during the primary grades, they develop the integrative processes needed for critical reading—analytic thought and reader judgment.

Learning Styles

Developing Students' Self-Awareness

Source

Gates, Dale D. "Turning Polite Guests into Executive Readers," *Language Arts*, v60 n8 November-December 1983, pp. 977-82.

Brief Description

Presents several metacomprehension activities for young readers.

Objectives

To improve students' critical reading ability; to encourage students to take more responsibility for their learning as their self-awareness about learning rates and styles increases.

Procedures

Goal Setting

Make the reading purpose or purposes explicit. Tell students to read for a specific question or goal, to focus their attention while reading.

Predicting/Estimating

- Select a library book. Explain what feature caused you to select the book you chose. What will the book be about? How will it end? How easy or difficult will it be to understand? How long will it take for you to read it?

Have students teach the contents of their books to the rest of the class.

- Explain how you learned the concept or technique you will teach to your classmates.

Students under grade six may be unable to describe the way they go about learning from texts; however, asking them to try to explain may get them to begin evaluating themselves as problem solvers, which is a valuable first step.

- How long will it take for someone else to learn the lesson? What will be the most difficult part for them to learn?

Monitoring/Checking/Reality Testing

Have students repeat instructions or the reading goal in their own words. Do not assume that students understand terms such as *sequence, main idea,* or even *important.*

Flip through assigned reading material as a group and mark spots where students can stop and check their progress. Give specific instructions, such as: "At this point you should know why Jason

decided to leave home. Reread if you missed it." Or, "Continue reading and be alert when Jason's friend hints at the reason."

Give faulty instructions. Have students identify what needs to be added or changed before the instructions make sense.

Have students give the directions to solve a problem.

- Explain how to figure out what "feted" means in this sentence: "As for report cards, members of the family who brought home good grades were feted and rewarded."

Have students interview adults to find out how adults learn from text.

Introspection/Self-Questioning

Ask students to answer the following questions:

- How do I remember things? Do I say them over and over? Do I concentrate on what I might forget? How many numbers can I remember? For how long?
- Do I talk to myself? Why? When a word is on the tip of my tongue, what can I remember about it? Its first letter? The number of syllables?
- How long can I concentrate? What helps me to concentrate?

Results/Benefits

Students share more directly in the responsibility of learning as their self-awareness about their individual learning rates and styles increases. Skills used in reading strategically may transfer to other learning situations. There should be less wasted motion and better choices of instructional materials when attention is focused on goals and strategies.

Language and Thinking Skills

Science and Social Studies Activities

Source
ED 226 346
Petry, Anne K. "Where the Real Things Are." 1980. 18 pp.

Brief Description

Presents an integrated investigation for either science or social studies content areas that includes many language opportunities and aspects.

Objective

To develop students' language arts and thinking skills by using topics generated from students' own questions and interests.

Procedures

This lesson focuses on a social studies topic—habitats—but can be easily adapted for other topics of investigation.

Choosing the Topic

Deciding what to study can be a group effort. One student's hobby or special interest or an unusual artifact may initiate the topic. The topic can be expressed as a question, a problem, a puzzle, a concept, or simply a topic. Topic suggestions for primary grades include:

Science Topics	*Social Studies Topics*
Changes in the Kitchen	Money and Buying
Light and Shadow	Needs and Wants
Plants: Food from Earth	Rules
Pond Animals	Habitats
Holes	People with Special Needs
Soap	How T.V. Affects Us
Weather	What Life Is Like on an Island
Birds	Families
Simple Machines	Schools
Senses	Team Sports
Water	Railroads
Magnetism and Gravity	Emotions
Color	How People Pollute

Getting Started

After the class selects a topic, find out what your students know, or think they know, about the topic or problem. Build a list of all the information they have and arrange to keep this list for the duration of the investigation. If students are not yet readers, use pictures or a tape recorder.

Follow this list-building with small group discussions, in which children group items that belong together into categories. Have students label these combined items.

As a class, discuss the categories formed by students in the small group discussion. Misinformation and gaps in students' information about the topic will be evident—these form the starting points for the investigation.

Observing

Present students with different sources of information and materials—pictures, events, reading material, or artifacts—from which students can develop inferences about the topic. Encourage thoroughness, focusing attention on each of the important elements that will be part of the final understanding of the concept. Brief comments on unnoticed aspects can help. Record new information gained from each source on a chart or bulletin board. Students should decide whether their observations add to, contradict, or reinforce items on their original list of what was known about the topic.

Classifying

Have students classify the information they gather into categories. Students can sort by physical properties, functions, or subordinate categories. Give students numerous materials that can be categorized in many ways, and emphasize that there is more than "one right way" to classify items.

Proposing/Hypothesizing

Encourage students to say aloud what they observe. Lead them through the process of observing by asking questions about a text and drawing conclusions based on their observations. The following series of questions illustrates this point:

Teacher: All our pictures of Boston showed brick houses. Then what might you say about Boston, so far?

Students: That all houses in Boston are brick.

Teacher: But there were trees in the pictures too, so why wouldn't they have wood houses? How can we find out if it is true that all Boston houses are made of brick?

This final question encourages children to make decisions about *how* to learn. Note that only children who can anticipate consequences would be able to respond to this part of the inquiry. One way to determine if children are thinking in this way is to listen for and elicit "If...then" statements. The process of decision making is as important as the actual decision because it involves children in an issue that is critical and real to them: what shall we do to learn more?

Inferring

Provide sufficient and varied sources of information and materials for the observing/classifying/recording/proposing processes described above. Children should seek patterns in what they have learned, gradually combining these patterns into a generalization. During this stage, one attitude to foster is a healthy skepticism. In inferential thinking, it is never possible to examine all possible sources of data. It is important to show students how true a statement is. Present data to persuade students that something is true. Then have students examine data that logically lead to an opposite conclusion. Or, include extraneous pieces of information in that data, then teach students how to identify what appears to be relevant but is not.

What We Have Learned

One effective way to review and evaluate what has been learned in this investigation is to repeat the opening activity.

- List what you know about the topic using one card for each item. Then show what "goes together" by classifying your cards. Label each of the card groups.

In this final activity, your class will see tangible evidence of how much they have learned and how their thinking/language arts skills have improved.

Results/Benefits

This type of investigation uses every language and thinking skill at the students' command. Best of all, it gives them something real about which to think and talk and write.

Surprise Endings

Writing Pattern Stories

Brief Description

Students listen to a pattern story with a surprise ending, then write stories of their own using this model.

Objectives

To motivate primary school students to write creatively and think critically.

Procedures

Ask students to tell you about surprises they have experienced. Then read aloud a pattern story that has a surprise ending, such as Melser and Crowley's *In a Dark Dark Wood.*

- Listen to this book that has a surprise ending. After you have heard the story, you will write a similar one using one of your own surprises.

Lead a class discussion about the story. Use a chart on the chalkboard to discuss theme, repeated words, places, and surprises.

- Now write a story of your own about one of your surprises.

You may want to have children who do not write yet dictate their stories to you while they draw pictures for their stories.

Results/Benefits

Stories written in this way reflect more creative and critical thinking in terms of story development than do stories written in a traditional format.

Source

ED 273 968

McClain, Anita. "I Can Teach, They Can Write! Student Teachers and Primary Children Pattern Books as Models for Creative Writing." Paper presented at the Annual Meeting of the Northwest Regional Conference of the National Council of Teachers of English, 1986. 14 pp.

Role-Plays

Self-Reliant Problem Solving

Source

ED 253 494

Prutzman, Priscilla; and others. *The Friendly Classroom for a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children.* New York: Avery Publishing Group, 1978. 116 pp.

Brief Description

Presents several role-playing activities to teach self-reliant problem solving.

Objectives

To discover new ways to respond to situations; to examine alternative solutions to problems; and to develop critical thinking skills.

Procedures

The Freeze Technique

Use this technique during a role-play to stop the action and find out why the characters are acting as they are or how they are feeling about what is happening.

- What is one thing the other person said or did to which you are reacting?

By breaking down the role-play into smaller units, students can see how a conflict can escalate or how they can be prevented from reaching a solution by attitudes, small actions, failure to listen, etc.

Role Reversal

This exercise helps students look at both sides of a conflict. After going through a role-play, ask the same students to repeat it, switching their roles.

- How did you feel about your second role? What new solutions were developed? Which of the solutions seemed real, and/or preferred?

Alter Ego

In this role-play, we look at self-conflict. Each character is to have another person standing next to him/her to act as the alter ego. The alter ego says what the character may be thinking internally as opposed to what the character is saying aloud and doing visibly.

Video Playback

This is an effective way to analyze a role-play. Videotape the entire role-play without interruption. Before playing it back, tell students that anyone can say "Stop!" whenever he/she sees something to

comment on or question. This is an especially good way to look at body language and analyze why conflict occurs.

Quick Decision Role-Playing

This technique helps students learn to think on their feet and come up with solutions quickly. Ask students to pair off; when everyone has a partner, name two characters in a role-play and ask students to decide which role each partner will play. Then describe a conflict scenario involving these two characters and tell them that they have one minute to role-play it. Then return to the larger group and discuss how participants felt in their roles and what solutions they proposed.

Extended Role-Playing

This exercise helps students analyze a complicated problem involving several groups of people. Choose a scenario that involves groups and explain the situation. Divide students into groups representing the groups involved in the conflict. Then give detailed information to each of the groups about the past history and their position in the conflict. You may set up a meeting between two or more of the groups. Give participants several minutes to think about their roles and plan what they are going to say to others before starting the role-play.

Results/Benefits

Role-playing is a feedback structure in which the student is helped to discover new ways to respond. In role-plays, conditioned responses are often directly challenged, forcing students to examine alternative solutions.

Comments/Notes:

Conflict Resolution

Group Problem-Solving Techniques

Source

ED 253 494

Prutzman, Priscilla; and others. *The Friendly Classroom for a Small Planet: A Handbook on Creative Approaches to Living and Problem Solving for Children.* New York: Avery Publishing Group, 1978. 116 pp.

Brief Description

Presents several problem-solving techniques that help students examine problems, gather information about problems, and come up with objective solutions.

Objectives

To show experientially that several people working on a problem generate a greater variety of solutions than does one person working alone.

Procedures

Quick Decision Making

Present a problem to the class, then divide students into pairs or small groups to arrive at a mutually acceptable solution in one or two minutes. This can be repeated with different conflicts until students are able to find solutions quickly. As a class, discuss the solutions and have students describe how it felt to make decisions under pressure.

Personal Conflict Stories

Divide students into small groups and ask each student to tell about a conflict that he or she once had.

- How could your conflict be told as a story?
- What are solutions to the conflicts?
- Can you tie all the conflicts and solutions together into one story?

Use tape recorders so that after the story is constructed verbally, it can be recalled. Some students may need help in finalizing the story. Students can then write the story, draw pictures to accompany it, and pass them to other students to read and enjoy. Another option is to have students act out their story for the rest of the class.

Reading Stories

Choose a story that presents a specific conflict. Read the story aloud to the class, stopping just before the conflict is resolved. The first time you try this you might ask students to brainstorm all the solutions they can think of. You might also break into small groups

to discuss the story conflict. After the discussion, finish reading the story until it is resolved. Discuss the story's solution.

Fairy Tale Writing

Present a problem and ask students individually, in pairs, or in small groups to write fairy tales about the problem, including a solution they would like to see happen in real life.

Utopian Picture Drawing

This activity helps students to think about what problems exist, possible solutions to them, and what solutions are most appropriate.

- Draw a picture of an ideal school, community, or neighborhood.

Students can work individually or in small groups. Pictures can be shared and discussed with the class, and exhibited for others to see.

Utopia Gallery

Choose a topic such as school, and what changes students would like to see in school. You might ask everyone to say one thing they would like to see changed and then break up into small groups to discuss the changes further. In the small groups, students may combine their "visions of the future" and present them to the class for further discussion.

Comic Strips

Draw a few panels of a conflict situation. Example: Panel 1—A boy is walking through the park. Panel 2—An older person walks up to him and says, "Give me that basketball!" Students continue the comic strips by filling in panels with a solution of their choice. This can be done individually or in small groups. "Publish" the finished comic strips on a bulletin board some place more public than your classroom.

The Box Surprise

Tell your students that there is a surprise package coming for them. Arrange for two people (colleagues or older students) to appear dressed in costumes and makeup to look like puppets and wrapped in a big box or brown paper package with a bow. Attach a card to the "puppets" that says, "We are mechanical puppets. We come alive when we have conflicts to solve." Have one student open the package. Ask students to think of conflicts, and then make sure that the puppets understand what the conflicts are. When the puppets understand the conflict, they come to life, throwing out solutions for several minutes. Record the solutions on the blackboard. After several minutes, tell the puppets to stop, and lead them out of the room. Follow this with a discussion on various conflicts and their solutions. The fantasy element of this technique makes it especially good for young children.

Goal-Wish Problem Solving

Divide the class into groups, with no more than seven students per group. The group should select a facilitator who will also be the recorder.

- Brainstorm individual problems, which the recorder writes down. Briefly name all the problems that are on the minds of the people in your group. Write the problems on the chalkboard.

Sometimes this session can be confined to problems in one specific area, such as in the classroom or at home.

- Select which problem you will deal with first.
- The "owner" of the chosen problem may take two to three minutes to describe the problem in detail so that everyone in your group understands it.
- Brainstorm "fantasy" or "goal wish" solutions and record them.
- The owner chooses a preferred solution from the list of possible solutions, and tells the other members in your group what impediments he/she thinks might prevent reaching this solution. Record these obstacles.
- Brainstorm and record ways to eliminate these obstacles.
- The owner states how the solution will be implemented in steps, and when the steps will start. Give the recorded information to the owner, then start the process over again with another person's problem.

The Card Game

Give each student a blank note card and ask everyone to write down three answers to a question (e.g., three things that are difficult or annoying about school, three ways that students feel powerless, etc.). Collect the cards, shuffle them, and pass them out so that everyone has someone else's card.

- Read one comment on your card and say how it relates to you.

This game helps participants realize that others have the same worries and fears. The activity can offer ideas for skits and role-plays that come directly from students' concerns.

Morals and Ethics

A Decision-Making Game

Brief Description

Introduces the concept of how decisions are made by using the "Line Game."

Objectives

To recognize how moral/value/ethical decisions are made; to understand that there are several factors involved in making these decisions; and to help students realize how they make their own decisions.

Materials

People around Us, "Let Me Make My Own Mistakes," Donald L. Clarke, page 188, American Guidance, 1967.

Seeing Ourselves, "What Kind of Friend Are You?" Peter Isaac Rose, page 197, American Guidance, 1972.

Procedures

Ask the students how they make their decisions. Discuss their answers.

Line Game

A question is asked and the students stand at either side of the room or in the center to express their feelings about the issue.

- What would you do if a friend in class broke a window in the school and the principal came to the class to ask the students for information? Would you tell on a friend, or would you tell the principal that you knew nothing about it?

After the game, explain some of the ways people make their decisions: to please authority, to obey the law, to feel good, because of peer pressure, sense of duty/responsibility, don't want the schools' windows broken.

After the discussion, the students read "Let Me Make My Own Mistakes" or "What Kind of Friend Are You?" Discuss the questions at the end of the stories.

Source

ED 194 425

Lesson Plans in Law-Related Education. Utah State Board of Education, Salt Lake City, UT. 1980. 118 pp.

Thinking Skills

Eleven Critical Activities

Source

Wassermann, Selma, *et al.* "How to Turn Your Class into a Think Tank," *Instructor and Teacher*, v92 n6 February 1983, pp. 116-18.

Brief Description

Presents activities for 11 different thinking skills.

Objective

To increase interaction and thinking skills.

Activities

Observing

1. Show children a picture from a magazine.
   - Write down everything you can about the picture.
2. Take the class to the school library.
   - Write down everything you hear for half an hour.
3. Put objects such as an earring, rubber band, scrap of wool, and hair clip in a box.
   - Reach in with your eyes closed, feel each object, and describe what you think is there. Compare answers.

Comparing

1. Show children a picture of two different animals, such as a rabbit and a squirrel.
   - Discuss how the two animals are alike and how they are different.

Classifying

1. Give children items such as buttons, bottle caps, and writing utensils.
   - Put items that belong together into groups.
2. Cut out pictures of different animals belonging to particular species (different kinds of birds, cats, and so on).
   - Put all the pictures of the same species together.

Imagining

- Imagine that you are a baby bird just hatched, and tell what the experience is like.
- Draw the strangest houses (or animals or plants) you can think of.
- Rewrite the ending to "Cinderella" (or another fairy tale).

Hypothesizing

1. Show your students a picture of a person laughing or crying.
   - Why is he or she crying or laughing?
2. Give students this problem:
   - A man was found lying dead on the floor, surrounded by 53 bicycles. How and why did he die?

There may be many logical solutions to this mystery, but keep your students hypothesizing until they reach this one: The man was a gambler who was shot by his fellow gamblers because he had been cheating. He had used an illegal deck (53 cards) of Bicycle playing cards. Students may ask you questions that can be answered by "yes," or "no," or "irrelevant" until they arrive at the answer.

Looking for Assumptions

1. Show kids a picture and make statements about it, some that are evidently true and some that are assumptions. For example, if the picture is of a man sitting in a chair, the statements could be that the man is tired, the man has finished work, the chair has four legs, and so on.
2. Have students form groups of four or five. One child volunteers to be analyzed by the others and turns over his or her wallet, purse, or backpack. The others then make inferences about the student, based on the contents of the wallet. The student being analyzed writes all these inferences down, and when the others have finished, tells them their mistakes.

Collecting and Organizing Data

- Find out what a librarian does and write a paragraph about it.
- Choose a kind of restaurant (Italian, Chinese, American). Plan and write a menu for the restaurant.
- Pretend to be senators on a committee to find ways to conserve energy. Make a list of ideas on how to deal with the energy crisis.

Summarizing

- Write a summary of a story you read or a movie you saw.
- Choose partners. Each person in the partnership tells the other about the funniest thing that ever happened to him or her, and the partner then summarizes it in two paragraphs.

Interpreting

1. Show students a political cartoon.
   - What do you think this cartoon means?
2. Have students separate into small groups.
   - Carry on a conversation, using nonsense language. Could you make sense of what was being said?

Problem Solving

1. Show students a jar filled with beans.
   - Discuss all the different ways you can find out how many beans are in the jar.
2. Tell students they are at home sick and that they are very bored. The only object within their reach is a spool of yarn.
   - What are some ways you could use this spool of yarn to make the time pass?
3. Have students make up songs (both words and music) for favorite storybook characters.

Decision Making

1. Present children with dilemmas such as these:
   - Sarah saw Molly copy someone's work. What should she do?
   - Harry found a kitten in his garden. It may be lost. He has always wanted a kitten. What should he do?
2. Tell students they are members of the United Nations Security Council deciding how to deal with nuclear arms.
   - How can you lessen the threat of war?

Group Activities

Collaborative Story Telling

Brief Description

Provides activities to measure student growth and demonstrate the interrelatedness of all learning.

Objectives

To improvise a story; to build understanding of language organization; to develop leadership and responding skills in story building; and to communicate through expressive movement.

Procedures

Have students sit in a circle. Choose a conductor. The conductor begins the story with a phrase such as, "It was shortly before... ," then points to a person who continues the story as long as the conductor is pointing. When the conductor points to another person, the new person must continue the sentence and keep building the story. If the conductor feels that one person takes too long to continue, or if the story line is broken, that person becomes conductor and the game continues.

Have students evaluate the story.

- What contributed the greatest amount of interest?
- What were the problems encountered?
- How could the story be made more interesting?

Repeat the story. This time the conductor is the only one to speak: "It was shortly before...." The remainder of the story is to be told through pantomime and gestures. The person that is to supply the next link in the story must move in ways that communicate the ideas to the group.

After the story is mimed, invite one student to tell what she/he thought was happening. Check with performers to see if they agree with that perception of the story sequence.

Discuss situations in which body language might be more effective than words or when words might be more effective than movement.

Source

ED 168 929

Teaching Strategies from the Arizona Comprehensive/Integrated Arts Program, Arizona State Department of Education, Phoenix, AZ. 1978. 86 pp.

Integrated Activities

Aural, Visual, and Kinesthetic Expression

Source
ED 168 929
Teaching Strategies from the Arizona Comprehensive/ Integrated Arts Program, Arizona State Department of Education, Phoenix, AZ. 1978. 86 pp.

Brief Description

Provides activities to measure student growth and demonstrate the interrelatedness of all learning.

Objective

To express programmatic ideas aurally, visually, and kinesthetically.

Materials

Large newsprint; crayons; recordings: "Ostinato Pianissimo" by Henry Cowell (or other rhythmic electronic composition); "Hut of the Baba Yaga," from *Pictures at an Exhibition* by Moussorgsky.

Procedures

1. Play the recording "Ostinato Pianissimo." Discuss the music.
   - Think of an imaginary creature. How does it move? How big is it? What would it eat?
2. Organize students into small groups of four to six. Use newsprint and crayons.
   - Draw an imaginary creature (head, body, locomotion).

Select the head of one, body of another, and locomotion of a third to put together and mount on paper. Modify/unify the new creature through group decisions.

During the activity, periodically replay the recording.

3. Use the same small groups. Discuss the new creature.
   - How does it move? How big is it? What would it eat?
   - Write two sentences about this creature. In sentence one, use *no word* with *more* than four letters. In sentence two, *every word* must have seven or more letters.
4. Show the pictures and read the sentences to others.
5. Once again use the same small groups and have groups exchange pictures.

- Explore vocal sounds (no words) and movement for the imaginary creature. Compose a sound-and-movement composition (with music, drama, or both) to perform for others.

6. Play the recording "Hut of the Baba Yaga."

   - How did this composer musically describe this creature? What instruments, pitches, rhythms, dynamics, and textures did he use? What do you know about this creature from Moussorgsky's music?

Results/Benefits

This activity will enable the students to choose, improvise, create, interpret, hypothesize, infer, distinguish, and describe.

Comments/Notes:

Information Analysis

Writing and Evaluating Owner's Manuals

Source
ED 168 929
Teaching Strategies from the Arizona Comprehensive/ Integrated Arts Program, Arizona State Department of Education, Phoenix, AZ. 1978. 86 pp.

Brief Description

Provides activities to measure student growth and demonstrate the interrelatedness of all learning.

Objectives

To stimulate creative thinking; to express the self through writing; and to evaluate written materials of others.

Materials

Miscellaneous throw-away items; writing materials; samples of commercially produced owner's manuals for various equipment.

Procedures

Place throw-away items in an area in view of students. The items could include an old paintbrush, a broken wire hanger, an old vacuum cleaner, a broken radio, etc.

Group Work

Have students work in pairs.

- Visually select one of the items. Within a five-minute period, list the many uses for the item selected.
- Working as a pair, pantomime one use of the item. Ask others in class to name the item and how it was used.
- Share the remaining uses from the list with the class.

Writing Owner's Manuals

- Write an owner's manual for the use of one of the items. Describe its step-by-step use, care, and upkeep. Share the manuals.
- Review your partner's owner's manual. Observe how it is organized, the language used, special terms employed, and other information of interest to help the user.
- Revise the original owner's manual to incorporate additional ideas that, in the opinion of the "author," strengthen his/her manual.

- Write letters to manufacturers, asking for operator's manuals for various equipment.

Have available samples of commercial manuals to augment those that students acquire.

- Review the manuals when they arrive. Choose and rate the ones that most effectively serve the user of the product.

Comments/Notes:

Reading Guides for Classroom Media

Source

Bean, Thomas W. and Soderberg, Vicki. "Reasoning Guides for Critical Comprehension," *Reading Horizons,* v23 n2 Winter 1983, pp. 108-12.

Brief Description

Presents a process for using content area classroom media—videos, films, and filmstrips—as powerful interactive sources of information that enhance students' critical comprehension.

Objectives

To transform passive learning situations into interactive ones; to enhance students' critical comprehension and thinking skills.

Procedures

This approach uses reading guides—teacher-devised statements that students either agree with or dispute—to move students toward higher levels of understanding classroom media. The three levels of reading guides involve identifying literal information, interpreting this information, and applying it to what students already know about a topic in science. The following questions are designed for the filmstrip *How Does Man Change Ecosystems?* (Palo Alto: Education Coordinates, Graphicom, 1970).

On the day students view the filmstrip, distribute copies of all three levels.

- Read only the Level I statements before viewing the filmstrip. Watch for and check those statements containing concepts mentioned by the narrator.

Level I

- Check the statements that tell what the narrator said in the filmstrip.

___ 1. Life exists only under very special conditions.

___ 2. Too much or too little of anything causes death.

___ 3. If one life form completely takes over an ecosystem, the ecosystem becomes imbalanced.

___ 4. Humans change their environment to suit themselves.

___ 5. Humans use what they want and throw the rest away.

___ 6. Humans are beginning to throw the earth's ecosystems off balance.

___ 7. All machinery that burns fuel to get energy causes smog.

___ 8. Sometimes raw sewage is dumped into rivers and lakes.

___ 9. Detergents do not break down, and because they do not, they kill aquatic life.

___10. Tin cans and glass containers break down but plastic does not.

___11. DDT is an insecticide that does not break down.

___12. Fertilizers have been running off into rivers and lakes; this causes excess algae to grow.

After viewing the filmstrip, have students read and check off Level II and Level III statements individually.

Level II

- Check the statements that you think tell the meaning from the filmstrip.

___ 1. Algae is harmless to any ecosystem.

___ 2. The quality of our environment depends upon each individual.

___ 3. Aluminum cans are recycled only because they bring in money.

___ 4. Detergents are polluting our environment.

___ 5. Animals and humans can be harmed by DDT.

___ 6. The invention of plastics has not harmed our environment.

Level III

- Check the statements with which you agree, based on your knowledge from the filmstrips and your own experience.

___ 1. It is too late to change the damage that humans have done to their ecosystem.

___ 2. It is right for humans to change their environment so they can live comfortably.

___ 3. Oil wells off the Santa Barbara Channel in the Pacific Ocean are necessary to provide energy for Americans, even if they do change the ecosystem there.

Lead a class discussion covering all three levels of understanding. You may find that students are reluctant to justify their answers to

Level II and Level III statements by referring to the filmstrip. This is not surprising, since students are unaccustomed to interacting with filmstrips.

Results/Benefits

When students know in advance what issues are involved, watching becomes as active as reading. The added ingredient is the student's expectation that there will be opportunities to face the issues and exchange views on what was presented.

Comments/Notes:

Role-Writing

Perspectives from History

Brief Description

Outlines several writing assignments for elementary students that develop critical thinking skills.

Objectives

To encourage students to integrate facts and ideas from various perspectives; to give students opportunities to write for different purposes and different audiences in the content areas.

Procedures

Grade 4

Pre-writing Activity

During a unit on westward migration in America in the 1800s, brainstorm facts for six major categories: clothing, housing, food, transportation, work, and leisure-time activity. Then students individually brainstorm ideas and details for the specific person they will role-write, drawing facts from each of the six categories.

- Pretend you are part of an American pioneer family moving westward in the 1800s. Write a letter to a close friend in the eastern state you left.

Peer evaluations after the first draft of this assignment will help reveal insufficient information in their drafts.

Grade 5

- Pretend that you are an architect or museum curator proposing a new museum to an imaginary Board of Trustees. Develop a one-floor model or diagram of an imaginary museum of natural history or science and write an explanation/description of your model or floor plan. Devise a rationale for the particular exhibits you propose and the lay-out of the rooms.

The following assignment can be used in a unit on Afro-American history, famous Americans, or civil rights.

- Pretend that you are an obituary writer for your local newspaper. Write an obituary for Martin Luther King, Jr., at the time of his assassination.

Source

ED 239 260

Stotsky, Sandra. "Imagination, Writing, and the Integration of Knowledge." Revised version of a paper presented at the Annual Meeting of the New England Association of Teachers of English, 1983. 45 pp.

Grade 6

- Pretend that you are one of the first colonists in Plymouth. Write a letter to a relative in England about the hardships of daily life. Think about the activities of long-ago daily life from a personal point of view.

The following assignment can substitute for a comparison essay.

- Pretend that you are a citizen of Athens writing a letter to a friend. Tell about your daily life, personal concerns, and work, including as much historical information from references as possible. Then pretend that you are a citizen of Sparta and write a letter telling about your daily life, personal concerns, and work. How were the Athenians and the Spartans different? How were they alike?

After conducting library research on a topic of their choice from material on ancient Egypt, Greece, or Rome, students write two imaginary primary source documents. Each document is to express a different point of view. For example, a student researching King Tut might choose to write a final entry in King Tut's journal and a letter from King Tut's friend, Prince Hekenefer.

An alternative to this perspective assignment is to take two perspectives on one subject in time. For example, a student might pretend to be a young person living on a hillside in 438 B.C.E., and write a letter describing the Parthenon. For the second perspective, the student pretends to be a different young person living on the same hillside over 2,000 years later, reacting to the destruction of the Parthenon during the Venetian Wars in 1687.

Results/Benefits

These writing assignments allow historical and scientific information to be used in non-expository forms of writing. The assignments also encourage students to think about the feelings and attitudes of others and to see that informational writing can be imaginative and creative, as well as factual.

R.E.A.C.T.I.O.N.

Whole Language and Children's Literature

Brief Description

Describes Reader R.E.A.C.T.I.O.N., an eight-step whole language critical reading program for primary-grade students, based on Bloom's Taxonomy of Cognitive Objectives. The following steps compose the R.E.A.C.T.I.O.N. program (in reverse order): Naming, Organizing, Investigating, Taking Apart, Changing, Assessing, Evaluating, and Rewarding.

Source

Boyles, Nancy Naumann. "The New, Improved...Critical Reading," *Learning*, v17 n1 July-August 1988, pp. 50-51, 56-57.

Objective

To use children's literature to develop students' critical reading and thinking skills.

Procedures

Selecting the Books

Almost any fiction book works with this program. You can also use non-fiction books, provided they have a predictable story structure (setting, problem, action, resolution). Stories in basals are useful when implementing the model initially, but books selected by students themselves provide extra motivation.

Starting the Program

Implement the program with one reading group at a time (no more than 10 students). Start with a competent, somewhat independent group so you can resolve small problems before less-skilled readers encounter the materials. Once your entire class is working with the program, you'll be able to form groups based on interests and comprehension needs.

You can develop activity worksheets for each of the eight processes. Discuss the instructions for each activity sheet with the students. Always evaluate the students' progress and answer their questions before moving to the next activity sheet.

- Naming: List the important characters and tell where the story takes place.
- Organizing: List five important things that happened in the story (in order).

- Investigating: Choose one idea in the book and find out more about it. Tell where and how you found your information.
- Taking Apart: Find a problem in the story, and complete this statement, "This problem wouldn't have happened if ...."
- Changing: Rewrite part of the story so that something different happens.
- Assessing: This story teaches a lesson. Tell what you think the lesson is.
- Extending: Do something with art, music, or poetry that's related to the story.
- Rewarding: Now that you've worked so hard, name the next book you'd like to read just for fun.

Have your students complete the activity packet in place of their regular reading assignment. They should spend the same amount of time each day with their Reader R.E.A.C.T.I.O.N. materials as they would meeting with their reading group and completing seatwork.

Instead of meeting with the group every day, touch base with the students a few days each week so you can answer questions. Then hold group meetings to teach the thinking skills required at each R.E.A.C.T.I.O.N. level.

Evaluation

Review completed packets for quality of response in each thinking category and for written language skills. Hold a brief conference with each child to go over the packet and compare it to previously completed work.

Results/Benefits

This whole-language literature program emphasizes comprehension and independent learning rather than discrete, isolated skills. It is the first step in helping children understand that the words set down by an author are really only part of a story. If children are given time and space to think, they will develop higher-level thinking and reading skills.

At the Movies

Film Analysis and Critical Viewing

Brief Description

This lesson uses classroom discussion to analyze the movie *E.T.* critically, and develops skills that can later be used to read critically. This technique can be used with other films.

Source

Cylkowski, Constance Bowman. "Let *E.T.* and Other Movies Help You Teach Reading," *Learning*, v12 n5 December 1983, pp. 51-52.

Objective

To develop students' critical viewing skills.

Procedures

Before discussing the movie critically, make sure that everyone agrees on what happened in the film.

- Starting from the beginning, tell the most important events in the story in just a few sentences.

Once the basic structure of the plot is established, encourage students to retell the story, starting at the beginning. Students must be able to decide which are the important facts and which are interesting but non-crucial details.

- Most stories have a problem that has to be solved. What is the problem in this movie, and how is it solved?

To develop the skill of identifying main characters and retelling main events, ask a series of questions about the movie.

- You met someone in the story. Whom did you meet?
- Who are the most important people or characters in the story?
- What is the problem that E.T. has to solve?
- What problem does Elliot have to solve?
- How is Elliot's problem solved?

Problem-solving questions quickly provide identification of the main characters and an outline of the main events of the story.

During the discussions of most films, problem-solving questions typically generate other questions that develop critical thinking skills such as recognizing the relationship of cause and effect. For

example, one of the problems that Elliot faces is that he wants to keep everyone else from knowing about E.T.

- Is this problem solved the way that Elliot thinks it will be? Stop and think: What causes Elliot to want to hide E.T. from others?

The ability to recognize and talk over characters' motivations is an important reading skill. Discussion of films offers an excellent opportunity for developing this skill and for encouraging your students to back up their answers.

Discussion of characters' motivations can lead to a more sophisticated thinking skill—determining the director's or author's purpose.

- Why did the director present a scene, a character, or an action in this particular way? What did the director or author want you to think or feel or do?

This skill is crucial to critical viewing and reading because it helps students avoid manipulations by writers or producers of movies, TV programs, commercials, political speeches, or any type of communication. It also teaches them about "the willing suspension of disbelief."

Results/Benefits

As students become proficient at critical thinking through discussion of movies such as *E.T.*, they can apply these skills to printed stories.

Folk and Fairy Tales

Analyzing Traditional Literature

Brief Description

Presents activities to teach children to become critical readers through the use of traditional literature.

Objective

To develop students' critical reading skills.

Procedures

When designing your lessons, keep in mind the following six critical reading skills:

1. **Critical readers read material with alert and questioning minds.**
2. **Critical readers compare and contrast what they read.**
3. **Critical readers consider the viewpoint of the author and are aware of other possible points-of-view.**
4. **Critical readers detect propaganda techniques in literature.**
5. **Critical readers distinguish between relevant and irrelevant information.**
6. **Critical readers differentiate fact from opinion.**

To compare and contrast traditional literature from various cultures worldwide, find several versions of the same story. For example, it is quite easy to locate many of the 500 versions of *Cinderella*.

- **Compare and contrast the versions, recognizing contrasts in cultural roots and similarities in human emotions, dreams, or religions. Also consider the author's viewpoint. Also consider whether the story has been handed down orally, or has been translated. Because many fairy tales depict the royal court, the peasants' viewpoint is often missing. What is the sociological setting of the story?**

Help students recognize that, while each culture has unique beliefs, values, clothing, architecture, and geographical position, other qualities are common to all cultures. For example, the hero in folktales quite often is a simple peasant, a kind-hearted fool, an honest child, or a caring relative. Some folktales exemplify admirable

Source

ED 260 381

McClain, Anita Bell. "Using Traditional Literature to Teach Critical Reading Skills." Paper presented at the 11th Annual Meeting of the Far West Regional Conference of the International Reading Association, 1985. 12 pp.

qualities such as bravery, loyalty, intelligence or honesty; other folktales exemplify cunning, problem solving, and how to get out of a tight spot.

To understand cultural similarities and differences further, have students analyze the following elements of several folk or fairy tales:

1. main characters
2. hero
3. other characters
4. setting
5. plot
6. values of the culture
7. fate of the main character, or conclusion

Primary Grades

After the class reads *It Could Always Be Worse* by Margot Zemach and *Too Much Noise* by Ann McGovern, use these seven categories to devise a chart on which the class as a group compares and contrasts the two tales. Once the tales have been compared on the chart, underline similarities in one color and underline dissimilar items with a different color. Continue color-coding as the class compares point-of-view and author, identifies relevant and irrelevant information, and differentiates facts from opinions.

Primary/Intermediate Grades

Have students read the following three books: *Snow White and the Seven Dwarfs*, illustrated by Nancy Ekholm Burkert; *Why Mosquitoes Buzz in People's Ears*, illustrated by Leo and Diane Dillon; and *The Fool of the World and the Flying Ship*, illustrated by Uri Shulevitz.

After sharing these books with students, capitalize on the excellent illustrations to point out geographical, architectural, and cultural dress patterns of a particular country during a specific time period. Analysis of the illustrations becomes the vehicle for critical thinking.

Middle Grades

Have students read *Cinderella* illustrated by Paul Galdone, and "Indian Cinderella" (in *North American Legends*, edited by Virginia Haviland). Comparing the two tales allows students to analyze the possible origins of the stories.

- Why are there 500 versions of *Cinderella*?
- What do all cultures have in common? Do all humans have basic needs and emotions that are similar?

Use the following questions to compare the two tales.

- What was the young girl wearing when she first met her future husband?
- What kind of a person was the young girl?
- What was the position of her future husband?
- Who changed the young girl?
- What happened to the two sisters?
- What type of a person was the young man?
- Which Cinderella was happier in the end?

Have students compare creation myths in *Book of Greek Myths* and *Norse Gods and Giants,* both by Ingri and Edgar Parin D'aulaire.

Results/Benefits

Folk literature is rich in vocabulary, language, development, cultural traditions, and presentation of human similarities. In addition, this common literature allows the critical reader to read between the lines and maintain an alert and questioning mind.

Comments/Notes:

Group Activities

Exploring Structure through Drama

Source
ED 168 929
Teaching Strategies from the Arizona Comprehensive/ Integrated Arts Program, Arizona State Department of Education, Phoenix, AZ. 1978. 86 pp.

Brief Description

Provides activities to measure student growth and demonstrate the interrelatedness of all learning.

Objectives

To develop cooperation, mutual respect, and individual thinking; to explore structure in drama.

Materials

Mounted pictures of large machines, farm machinery, computers, construction equipment, and so on.

Procedures

Discuss the importance of invented machines in our lives.

- Study and discuss the pictures of large machinery. Work in pairs or small groups. Become a moving part of a large machine. Share the machines with each other.
- Discuss the excitement of inventing a new machine, such as a wish machine, a monster machine, or a friend machine. Select an invention, and plan, or try out, how each member of the class would be a moving part of one giant machine.

You should begin to move with the students as a central part of the machine, adding students a few at a time until all are involved.

- Guide the machine to move with interesting sounds in slow and fast motion, eventually exploding in slow motion—completely disintegrating.

When everything is still and quiet, suggest that the machine reassemble in slow motion as if the film were being run backward. Resume the original shape, sounds, and movements.

- Regroup and evaluate the playing.
- Devise a simple dramatic situation using the giant machine.

An example could be a computer operator who has just closed down his or her magic computer and prepared to leave the giant machine for the night. A thief or some type of mischief maker enters the building prepared to obtain secret information from the computer.

Because the thief does not know how to operate the complicated machinery, many humorous incidents occur before it finally explodes. Discuss an ending to the situation.

Comments/Notes:

Critically Reading Trade Books

Source

Holmes, Betty C. and Ammon, Richard I. "Teaching Content with Trade Books: A Strategy," *Childhood Education*, v61 n5 May-June 1985, pp. 366-70.

Brief Description

Provides a strategy incorporating student-selected trade books on dinosaurs.

Objectives

To develop students' thinking skills, and to help students compare/contrast information and judge authenticity of writing, as well as the credibility of text authors.

Materials

Bright colored markers, oak tag.

Procedures

This procedure, which includes readiness, reading, and responses, should be taught as a series of lessons extending over several days rather than as a single lesson.

Readiness

Brainstorm word associations for the topic of dinosaurs. If students hesitate to respond or if their ideas become stuck on one tangent, be more directive and ask for word associations related to the appearance, eating habits, locomotion, reproduction, or other aspects of dinosaurs.

Once prior knowledge has laid the foundation, the next step should elicit student-generated questions.

- On a strip of oak tag, write one question on the topic about which you are curious.

To enable students to read the questions at a distance, have them use brightly colored markers or crayons to write their questions. Questions generated will probably include: "What was the biggest dinosaur?" "Why did the dinosaurs die?" "What did dinosaurs eat?" and "Did dinosaurs sing?"

When all questions have been written, students can tape them in random order on the bulletin board.

- Are any of the questions on the bulletin board the same or related to each other?

As students perceive relationships, have them rearrange the questions into groups. When they seem satisfied with the arrangement, elicit suggestions for labels of the different question groups. This gives students practice in categorizing and finding the main idea.

Reading

Before beginning this activity, ask the librarian to help gather as many topic-related trade books from as many different readability levels as are suitable for your class (an estimate would be one and one-half times as many books as students).

Explain to your students that they can choose their books by examining the title and reading the synopsis on the flap of the book jacket. Have them check the readability of their book by opening the book to any page and reading.

- Open your book to any page and begin reading. When you find a word that you do not understand, put down a finger. Do not count proper names. If you put down five fingers, the book may be too difficult for you, and it would be better for you to choose another one.

After all students have selected books, give them a period of sustained silent reading (SSR). During SSR, students may read to find the answer to one particular question or to gain a general overview.

After students read, they can begin collecting data. Taking one group of questions from the bulletin board, ask students to state any information that they found related to this group of questions. Write their responses on an overhead projector or large chart paper. Use a consistent note-taking form so that students can imitate your note-taking technique.

Within a short time, some conflicting information will probably appear. Students who give that information need to skim their books to find the definitive sentences to read aloud; then the class can evaluate the book for the correctness of interpretation and logic of its synthesis. Some incompatible information, however, cannot be settled through simple rereading, and in these cases students will have to reevaluate their sources. Encourage students to write to authors (in care of their publisher) to question certain information, or the students may find other books that support their case.

Response

When most of the pertinent information related to each group of questions has been collected and discussed, have the students summarize the information either orally or in writing. You may want students to summarize only the answers to questions given in the readiness stage.

As a response to their research, have students develop a project that integrates their knowledge and skills from the total curriculum. Possible projects include building a diorama, constructing papier-mâché or clay models of dinosaurs, designing a time line, developing a crossword puzzle, writing to an author, or writing and illustrating a book that tells about their own topic.

Evaluation

Since potentially each student is working on a different project, grades derived from tests are not only impractical but are also incompatible with this process approach. Instead, keep a variety of "evidence" for each student—anecdotes, snippets of work, drafts, note cards—in a manila folder. You may also have students keep a profile that reflects their skills and strategies.

Results/Benefits

The use of trade books serves as a key to independent learning. Self-selection of trade books allows for individual differences in students' reading abilities, interests, and motivation.

Comments/Notes:

Integrated Activities

Conflict Resolution and Communication

Brief Description

Integrates legal and values education into students' reading, language arts, and social studies programs.

Objectives

To promote an understanding of other people; to teach critical thinking skills, communication, and self-confidence; and to help students become better able to deal with the world more effectively and with decisions they must make in their own lives.

Procedures

Role-playing can be used to help students solve interpersonal problems and practice decision-making and conflict-resolution skills. Because this strategy allows students to step outside themselves and assume roles of others, the method is a short and open-ended means of dealing with a historical event, problem, or issue.

Real and fictitious material can be handled well in role-play. Students can examine and discuss any and all sides of an issue without anxiety. Perhaps the most important value in using role-play is that students come to understand the perceptions of others and learn to view solutions to problems different from their own as acceptable.

1. Present the problem or situation. Give students enough information to play the role adequately. Begin with simple activities and increase to more complex role-playing as time goes on.
2. Elicit volunteers and assign roles.
3. Get the class involved quickly. Don't belabor the introduction or be too concerned with a few minutes of a noisy classroom.
4. Role-play the situation. Have student observers take notes on the role-play and share them during the debriefing.
5. Debrief the role play.
    - How did you feel playing the role?
    - Were the players realistic?

Source

ED 194 425

Lesson Plans in Law-Related Education. Utah State Board of Education, Salt Lake City, UT. 1980. 118 pp.

Comments

Role-playing games take preparation and practice for students to become comfortable and involved with them. Use it several times before you become discouraged.

- What were the alternatives suggested?
- Was the problem solved? Why or why not?

Some examples of legal issues that have been "hot" which your students can role-play are these:

1. the abolition debate
2. the abortion debate
3. the debate over freedom of speech for high school students
4. the debate over whether the American colonists should fight a bloody war of revolution against England
5. the textbook debate: "evolution" versus "creationism"

Comments/Notes:

Secondary Education

Controversy Process

Structured Debate in the Classroom

Source

Johnson, David W. and Johnson, Roger T. "Critical Thinking through Structured Controversy," *Educational Leadership*, v45 n8 May 1988, pp. 58-64.

Brief Description

Describes the organization and implementation of the "controversy process," a method of structured debate.

Objective

To enhance cognitive and affective learning.

Procedures

Choose the Discussion Topic

Select a topic that has two well-documented positions and that has manageable content for your students' ability levels. Most environmental, energy, public policy, social studies, literary, and scientific issues are appropriate.

Prepare Instructional Materials

The following materials are needed for each position:

1. a clear description of the group's task
2. a description of the phases of the controversy procedure and the collaborative skills to be used during each phase
3. a definition of the position to be advocated with a summary of the key arguments supporting the position
4. resource materials (including a bibliography) to provide evidence for and elaboration of the arguments supporting the position to be advocated

Structure the Controversy

The principal requirements for a successful, structured controversy are a cooperative context, skillful group members, and heterogeneity of group membership. You can establish a cooperative context by assigning students randomly to groups of four composed of two-person advocacy teams and by requiring each group to reach a consensus on an issue and submit a report on which all members will be evaluated. Heterogeneity among group members leads to spirited and constructive argumentation and increases appreciation of different views.

Conduct the Controversy

Give students specific instructions in five phases:

Learning positions

- **Plan with your partner how to advocate your position effectively.**
- **Read the materials supporting your position, and plan a persuasive presentation.**
- **Make sure you and your partner master the information supporting your assigned position, and present it in a way to ensure that the opposing pair will comprehend and learn the information.**

Presenting positions

- **As a pair, present your position forcefully and persuasively.**
- **Listen carefully and learn the opposing position.**
- **Take notes and clarify anything that you do not understand.**

Discussing the issue

- **Argue forcefully and persuasively for your position, presenting as many facts as you can to support your point of view.**
- **Listen critically to the opposing pair's position, asking them for the facts that support their viewpoint, and then present counter arguments.**
- **Remember that this is a complex issue, and you need to know both sides to write a good report.**

Reversing perspectives

- **Working as a pair, present the opposing pair's position as if you were they. Be as sincere and forceful as you can.**
- **Add any new facts you know.**
- **Elaborate their position by relating it to other information you have previously learned.**

Reaching a decision

- **Summarize and synthesize the best arguments for both points of view.**
- **Reach a consensus on a position that is supported by the facts.**

Steps in the Controversy Process

1. Advocate a position
2. Teach knowledge to peers
3. Analyze and evaluate an opposing position critically
4. Rebut information
5. Reason deductively and inductively
6. Synthesize and integrate information into factual and judgmental conclusions
7. Summarize into a joint position to which all sides can agree

- Change your mind only when the facts and the rationale clearly indicate that you should do so.
- Write your report with the supporting evidence and rationale for your synthesis on which your group has agreed.

Instruct the students to follow specific discussion rules during the controversy (see below). After the controversy, spend some time processing how well the group functioned and how its performance may be enhanced during the next controversy. It is a good idea to highlight and discuss the specific conflict-management skills that students need to master.

Discussion Rules for Participating in an Academic Controversy

1. I am critical of ideas, not people.
2. I focus on making the best decision possible, not on "winning."
3. I encourage everyone to participate and master all the relevant information.
4. I listen to everyone's ideas, even if I do not agree.
5. I restate (paraphrase) what someone else has said if it is not clear.
6. I first bring out all the ideas and facts supporting both sides and then try to put them together in a way that makes sense.
7. I try to understand both sides of the issue.
8. I change my mind when the evidence clearly indicates that I should do so.

Results/Benefits

This process increases students' perspective-taking abilities and helps them practice adopting a perspective, advocating it, then enlarging their views to include the opposing position as well. Structured controversy also results in the following: greater student mastery and retention of the subject and ability to generalize the principles learned to a wider variety of situations; higher-quality decisions and solutions to problems; and the promotion of fresh insights by influencing students to view a problem from different perspectives.

Self-Evaluation

Examining Writing and Learning Processes

Brief Description

Describes several strategies to help students critically evaluate their writing and learning processes.

Objectives

To increase writing fluency, stimulate cognitive growth, reinforce learning, and foster problem-solving skills.

Procedures

First Connections and Recall

To clarify how students feel about the subject and what thoughts come from contact with it, give students a short expressive writing assignment following a film or reading assignment. Students can respond to an experience by emphasizing their feelings and thoughts generated by interaction with the subject. The same type of writing can provide a useful response to a field trip. These descriptions can be combined with slides of the trip to put together a "show" for parents or other classes.

Explanations and Descriptions

Ask students to explain a cause-and-effect phenomenon or describe how something works. Occasionally ask students to write using vocabulary suitable for a young child.

- Write a description of how to string a rope through a pulley so your eight-year-old brother could understand how to do it.

Students must clearly understand something to change the level of vocabulary—they cannot depend on memorized words/phrases that they do not understand.

Stopping for a Check Point

To realize when students miss a major concept early in the unit, stop for brief in-class writing that calls for an explanation of a term/concept/relationship. Do not grade this writing. Instead, scan it to discover what students do or do not understand. The next lesson can be used to clear up misconceptions and fuzzy ideas and fill in areas in which students need more information.

Source

ED 295 127

Jacobson, Annette, ed. *Essential Learning Skills across the Curriculum,* Oregon State Department of Education, Salem, OR. 1987. 58 pp.

Students' Self-Evaluation of Writing

The following questions form the basis for self-evaluation throughout the year. Vary these questions from week to week, adding questions related to students' current work.

- What did you try to improve, or experiment with, on this paper? How successful were you? If you have questions about what you were trying to do, what are they?
- What are the strengths of your paper? Place a squiggly line beside those passages that you think are especially good.
- What are the weaknesses of your paper? Place an X beside passages that you would like to have corrected or revised by someone else. Place an X over any punctuation, spelling, usage, etc., where you need help or clarification.
- What one thing will you do to improve your next piece of writing? What kind of experimentation in writing would you like to try? If you would like some information related to what you want to write, jot down your questions.
- What grade would you give yourself on this composition? Justify it.

Comments/Notes:

Author Influences

Identifying Frames of Reference

Brief Description

Presents students with an opportunity to focus on bias by learning to identify the differing assumptions and value systems that give rise to conflicting testimony and interpretations.

Source

Wolfe, Mary Ann. "According to Whom? Helping Students Analyze Contrasting Views of Reality," *Educational Leadership*, v44 n2 October 1986, pp. 36-41.

Objectives

To help students learn to reflect on the ways an author's frame of reference influences the questions the author asks, the evidence gathered, and the conclusions drawn. To examine students' own frames of reference, focusing on the ways in which they filter information and approach judgments.

Procedures

Materials

The !Kung of Nyae Nyae by Lorna Marshall.

"!Kung Women: Contrasts in Sexual Egalitarianism in Foraging and Sedentary Contexts" in *Toward an Anthropology of Women* by Patricia Draper.

Introduction

Divide the class into two groups and have half the students read one work and the other half read the second work.

- Take notes on the main points each author makes about the following areas:
  1. the relative influence of !Kung men and women
  2. the relative prestige of !Kung men and women
  3. the specific adjectives each author uses to describe !Kung women
- Write an essay summarizing how you think the author would answer the question "Is there male dominance in the !Kung society?"

In class, write the authors' claims on the board and discuss ways to reconcile the two views or account for the contradictions. To stimulate a lively discussion, ask the question "Do !Kung men or

women have more influence?" Finally, discuss the authors' frames of reference and how they might influence the authors' research and reporting.

Identify Frames of Reference

To help students make inferences about an author's frame of reference, you can give them, or elicit from them, a set of categories that could contribute to such a framework: age, time of fieldwork, specialty within a discipline, political or professional affiliations, theories the author has developed or been associated with, significant life events, personality, and so on. Students can also work back from an author's set of information (the types of studies an author considers to be important) and subjects of major interest to suggest what some components of the author's frame of reference might be. At this point it is also important for you to ask about other influences on a researcher's findings in addition to frame of reference. These influences include the length, location, and time of the study, limitations of methodology and the researcher's skills, and countless other variables that can cause two authors investigating the same topic to arrive at different conclusions.

Closure

- Generate three lists in relation to the issue of male dominance among the !Kung:
  1. things we know about !Kung men and women
  2. things about !Kung men and women that we would still need to find out to answer our questions about dominance
  3. terms we need to define more clearly (e.g., dominance)

Help students realize that the process of doing research involves reflective self-examination on everyone's part, and that their own biases, not just those of published authors, need to be scrutinized.

Finally, have students produce a history, an ethnography, or an essay to link the facts they learned into a statement about gender roles.

- Write two short essays, one from a personal perspective and the second from an opposing or alien point of view. After writing, reflect on these questions:
  1. Why did I emphasize certain facts and downplay other data in my first essay?
  2. Do I still think my initial interpretation was better? Why or why not?

Critical Reading

Activities that Use the News

Brief Description

Describes several activities using the newspaper to develop students' critical reading skills.

Objectives

To develop students' inferential and evaluative comprehension skills.

Procedures

Understanding Main Ideas

Have students practice the skill of comprehending main ideas by writing appropriate headlines for news stories. Cut the headlines from several newspaper articles and paste each article on a piece of cardboard with the headline on the reverse side. Number each article and pass them around the room.

- Read the articles and write down your own headline for each article.

When all have finished writing their own headlines, turn the articles over to reveal the "real" headlines, and discuss the differences between the headlines composed by newspaper editors and those written by the students.

Details

Copy a newspaper article and have students search the article for answers to the five Ws and H of the story (who, what, where, when, why, and how). As a class, write an outline of the story; have students fill in as many details as they can.

- Summarize in your own words the contents of a news story, then describe what effects (both short-term and long-term) the events in the story might have.

Sequence

Find a newspaper article that follows a logical line of thought or a time sequence. Cut the article apart by paragraphs, paste the paragraphs randomly on a sheet of paper, and make a ditto of the paper. Run off enough copies for each student and have them cut the random paragraphs apart and arrange them in the correct sequence. Then pass out the newspaper from which the article was taken.

Source

ED 250 672

Cheyney, Arnold B. *Teaching Reading Skills through the Newspaper.* Second Edition. Reading Aids Series: An IRA Service Bulletin. International Reading Association, 1984. 60 pp.

- Check and defend your sequencing of the material. Fill out charts with the news item in one column, and the possible effects of the news in another column.

Predicting Outcomes

Find news stories awaiting conclusions, such as courtroom cases or pending congressional bills, winners of the Academy Awards or the World Series, or stances taken by foreign countries facing deadlines for action.

- Make predictions supported by facts in the story.

Critical Reading Activities

Have students identify the parts of the newspaper most likely to contain facts about important events, as opposed to personal opinion articles. Students can place newspaper articles they find on a bulletin board displayed under the categories of Factual (news stories, court announcements, obituaries, etc.) and Personal Opinion (advertisements, editorials, letters to the editor, book reviews, columns, etc.).

- Prepare a bulletin board on a controversial subject. On one side of the board place articles taking one point of view and represent the opposite stance on the other side.

Use the above activity to inform a debate or classroom discussion.

Political Cartoons

Collect several political cartoons from a variety of sources which stimulate critical reading and thinking. As a cartoon is studied, have students address the following questions:

- What is the cartoon trying to tell us?
- Which recent news story prompted the cartoon?
- Have you read an editorial which promotes the same point of view?
- How does the cartoonist's point of view agree or disagree with your judgement?

Analyzing Issues

Students can choose a controversial issue (such as handgun control or corporal punishment), analyze the complexities of the issue, and explore what effect the issue has on society and on their personal lives.

- Find a newspaper article that covers your chosen issue. Use the following format to analyze the article:
  1. Statement of the issue
  2. Definition of terms
  3. For (list arguments presented in the article)
  4. Against (list arguments presented in the article)
  5. Implications for society
  6. Implications for me
- Analyze an editorial using the following guidelines:
  1. What is the major premise of this editorial?
  2. What facts are presented to support the premise?
  3. What facts are ignored?
  4. Can the conclusions be supported by the facts given?
  5. Should you accept or reject this argument on the basis of the information given here?

Compare and Contrast

Meal planning and grocery shopping require much comparing, contrasting, and pulling together of information. Divide students into small groups. Specify an equal amount of money for each group to buy food for one meal.

- Plan a simple meal using the four basic food groups for a family of five. Use food advertisements from newspapers to buy food for your meal, keeping within your budget.

Students report to the class what foods they chose and why, the results of their comparison shopping, and the total cost of the meal.

General Analysis

Newspaper material must be constantly scrutinized and questioned if valid conclusions are to be formed. Post questions on a bulletin board for constant reference as students read and discuss news items.

1. Writer's Competency and Integrity
   - Is the writer an authority?
   - How does this writer know?
   - Does the writer make sense?

2. Writer's Use of Sources and Evidence
   - What evidence is presented to document the assertions?
   - Is this fact or opinion?
   - Is anything missing?
   - What is the writer's purpose?
   - Does the writer have a hidden motive?
3. Reader's Ability to Form, Revise, and Test Opinions
   - Are the premises valid?
   - Why are these facts important to me?
   - Do the conclusions necessarily follow the facts?
   - What have others said about this topic?
   - Who stands to gain if I accept this without question?
   - Does my lack of knowledge keep me from accepting this?
   - Does my background make me intolerant of this point of view?
   - Is the information as true today as when it was written?
   - What more do I need to know before I come to my own conclusions?

Webbing Techniques

Critical Analysis of Literature

Brief Description

Describes a sequence of activities, including group work and the "webbing" technique, that guides student discussion and critical analysis of short stories.

Objectives

To help students approach the task of analyzing what they are reading; to help them define important and supporting elements; and to help them evaluate, interpret, and support those evaluations.

Procedures

Almost any group of short stories may be used for these activities. This lesson centers around the theme, "The Family of Man," and uses the following stories: "A Rose for Emily" (William Faulkner); "A Christmas Memory" (Truman Capote); "The Leader of the People" (John Steinbeck); "The Manned Missiles" (Kurt Vonnegut); "The Veldt" (Ray Bradbury); "The Prison" (Bernard Malamud); "Too Early Spring" (Stephen Vincent Benet); and "Why I Live at the P.O." (Eudora Welty).

Assign students to read the first three stories; each student should select at least one additional story from the list. Design a study sheet (for an example, see pp. 56-57) covering the elements of a short story (setting, point of view, plot, mood, techniques, theme, etc.). Ask students to use this sheet as a guide while they take notes as they read the stories.

After students have read the stories, discuss as a class the elements of the short story presented in their study sheet, relating the elements to one of the assigned stories.

- Find supporting evidence from the story for your ideas on theme, mood, tone, type of story, characterization, elements of plot, etc.

Divide the class into small groups.

- In your group, discuss and analyze the second assigned story, using your notes from the study sheet as a discussion guide.

Source

ED 246 399

Hickerson, Benny. "Extending the Reading Abilities of the Average and Above-Average Student: Critical Reading/Thinking for Gifted (and Not-So-Gifted) High School Students." Paper presented at the 3rd Annual Meeting of the Spring Conference of the National Council of Teachers of English, 1984. 20 pp.

Webbing Technique

Webbing is a graphic means of presenting related information. Information is organized into a "pattern" of your own choosing, one which will fit the information as you interpret it and which will aid in your recall of that information. The central idea is represented at the center of the web with a word, design, or picture. Branching off from this center design are the main elements of information. Some of these branches may be linked, or some information may branch off from other main branches. Each major element can be represented in a different color to increase the visual connections in the webbing. The result will be a structural representation of a critical analysis of

Monitor group discussions to ensure participation by all and to ensure that students give supporting evidence for their statements.

Introduce the "webbing" technique with the third assigned story. Explain the procedure and illustrate it with student suggestions for elements to include, using an overhead projector or chalkboard to produce the webbing.

Ask each student to produce a webbing of the story of his/her individual choice from among the stories not commonly assigned.

Guide to the Elements of the Short Story: Study Sheet

I. Author: What do you know about the author that may have some significance in relation to this story?

II. Title: What do you think is the significance of the title? Support your statement with references to the story.

III. Type of story: Would you classify this story as primarily one of theme, character, action, setting, or mood? Explain and illustrate.

IV. Setting: What is the time and place in which this story occurs? What is the importance of this setting to the story?

V. Point of view: Is the story told from a 1st-person-narrative point of view? 3rd-person-narrative? Is the point of view omniscient or limited? What is the effect in this story of the choice of point of view?

VI. Characters: Who is the protagonist? Is the antagonist in this story a person, or is it some larger force such as society, environment, etc.? Are there other important characters, and what is their contribution to the story?

VII. Action/Plot: What is the central conflict of the story?

A. Establishing the situation: How does the beginning of the story get the action going, introduce the characters, provide necessary background, establish setting, and arouse interest?

B. Rising action: How is rising action (plot development) handled? Does the author use suspense to make you continue reading?

C. Climax: Briefly tell the climax of the story.

D. Resolution: Does the protagonist or the antagonist prevail? Is this ending satisfying? In what ways? How has the author prepared the reader for this ending?

VIII. **Mood: What is the overall mood, feeling, or atmosphere of the story? How does the author achieve this mood? Cite evidence from the story for your sense of mood.**

IX. **Tone: What is the author's attitude toward his/her story, characters, events, and outcome? How did you determine the tone? Refer to specific passages to support your conclusion.**

X. **Techniques: Discuss any or all of the following elements of the writer's technique used in this story and illustrate with references from the story: symbolism, flashback, foreshadowing, irony, satire, humor, dialogue, and sensory images.**

XI. **Theme: State the theme of the story in a simple sentence, beginning with "This story shows that...."**

Comments/Notes:

Media Users

Preparing "Radio Broadcasts"

Source

ED 241 924

Staskal, Doreen. "Language Arts Project: Radio Program Production." Cedar Falls, Iowa: Area Education Agency 7, 1980. 31 pp.

Brief Description

Presents factors to be discussed in conjunction with a project in which student groups write and produce a 10-minute radio broadcast consisting of a song, commercials, a news report, and a commentary.

Objectives

To teach students to be selective media users while also teaching reading, writing, listening, and speaking skills.

Procedures

Before students prepare a 10-minute radio broadcast, have them consider the following issues. You may wish to have them turn in written assignments on some issues or discuss their conclusions with the class on others:

- Discuss propaganda techniques in advertising.

Pages 460-66 in *Galaxies* by Isaac Asimov present a good section on propaganda techniques.

- Find examples of each propaganda technique in a magazine ad. Or, tape a radio and television broadcast, and analyze and discuss the different techniques used.
- List a collection of ads that try to set up an automatic reaction to a brand name, and find the selling points that are meant to impress consumers.
- Examine popular words in the ads and identify how many facts are in each ad.
- Discuss the difference between fact and opinion. Bring examples of facts from newspapers. Discuss opinion and its role in the news.

Building English Skills by Joy Littel (pp. 146-52) provides helpful practice on distinguishing between fact and opinion.

- Discuss responsible news reporting, including attention to censors, accuracy and reliability, libel, sources, and retractions.

- Look closely at a news clipping from a newspaper. Discuss it in terms of audience, fact vs. opinion, news source, and words with strong connotations.
- Find an editorial that tells people what to do. Discuss the strategies used. Examine the rhetoric, the audience for which it is intended, and the way the editorial is organized.

Tape examples of various kinds of news, sports, and weather (local, national, and world). Then have students discuss various audiences for which each is intended.

After these issues have been discussed, have students demonstrate the knowledge they have acquired by giving 10-minute radio broadcasts in group presentations. Discuss what worked best, what students liked/disliked, and what they might do differently.

Comments/Notes:

Study Guides

Examining Moral Issues

Source

Stahl-Gemake, Josephine and Wielan, O. Paul. "A Study Guide for Building Moral Reasoning through Adolescent Literature," *Journal of Reading*, v28 n1 October 1984, pp. 34-39.

Brief Description

Outlines criteria for selecting books for a unit on moral thinking, and presents a generic study guide of questions and activities to accompany a wide variety of appropriate books.

Objectives

To focus on moral issues while critically examining problems and solutions; to personalize moral reasoning, promote transfer of ideas, and broaden thinking.

Procedures

Choosing Books for a Unit on Moral Issues

A novel or story can be studied from the point of view of the moral issues raised. Books used to promote this sort of critical thinking should contain the following elements:

1. The story plot should focus on an age-appropriate dilemma—a problematic situation in which a character experiences conflict over alternate solutions because each solution involves unsatisfactory consequences.
2. The main characters should be developed realistically. Students must be able to identify with the main characters to experience vicariously the force of the dilemma. Characters' actions or reactions must be believable and consistent.
3. The main characters' levels of moral thinking about the dilemma should be identifiable. Students should be able to place story characters at various levels of moral development. (An adaptation of Lawrence Kohlberg's stages of moral development is provided on the following pages.) Critical thinking and discussion must accompany character analysis so that there may be varying ideas about characters' moral levels.
4. The main characters should explore alternatives for solving the dilemma. An important element of conflict resolution involves the verbal exploration of alternatives and options. Some adolescent novels lack examination of choices.

Students must be helped to realize that enlightened decisions result from generating and weighing options.

5. The resolution of the dilemma should be realistic and promote critical thinking from higher levels of moral development. Students should be led to generate opinions and explore values that require more complex thinking.

Questions to Foster Analysis of Moral Issues

- Who are the main characters in the book? Main and secondary protagonists? Main and secondary antagonists?
- What is the major dilemma in the story?
- How does setting (time and place) contribute to the dilemma?
- Describe the personality of the protagonist. How does his/her personality contribute to the dilemma?
- Describe the personality of the antagonist. How does his/her personality contribute to the dilemma?
- Often when there is a dilemma, options or alternatives exist for solutions. How does the main character resolve the dilemma? Evaluate the positive and negative consequences of this resolution. How would you resolve the dilemma? Why would you choose that way?
- What aspects of personality make the main character resolve the dilemma in a particular way? What aspects of your personality would make you resolve the dilemma in your way?
- According to an educational researcher named Lawrence Kohlberg, a person passes through several levels of moral development in the process of maturing. At what level of moral growth is the protagonist at the beginning of the novel? The middle of the novel? The end of the novel? If the protagonist changes levels, what events cause the change? Evaluate the moral growth of the protagonist. At what level of moral growth is the antagonist at the beginning of the novel? The middle of the novel? The end of the novel? If the antagonist changes levels, what events cause the change? Evaluate the moral growth of the antagonist. Where do you yourself fit in Kohlberg's moral hierarchy? Why? Give an example of a time when you acted at this level.
- Sometimes dilemmas occur when we feel that people around us have power to influence our movements and choices. In your opinion, who is the most powerful character in the novel? Why does this character have power? What kind of

Lawrence Kohlberg's Stages of Moral Development (Adapted)

Stage 0—Stage of amorality

The main characters respond to situations without understanding the ethical questions. Decisions are based on personal needs without comprehension of social or ethical consequences.

Stage 1—Level of chastisement

The main characters base decisions on avoidance of punishment. The morality of the act is defined by its physical consequences, which may be inflicted by powerful or significant others.

Stage 2—Level of trade-offs

The main characters make decisions with expectations of return. Moral choices are used as a barter system in which equal treatment is expected. This level is represented by the old adage "I'll scratch your back if you'll scratch mine."

power does the character have? How does this character influence the dilemma? In a real-life situation, would this character be as powerful as he or she is in the novel? Give reasons for your answer. Would you move to stop the power of the individual? If so, how? If not, why not?

Activities for Personalizing Moral Thinking

- What is a dilemma? Write a definition. Check your definition with the dictionary. How is your definition the same? Different? Write about a dilemma you have faced in your life.
- Point of view affects the way you view a dilemma. How would the dilemma look from the point of view of the protagonist? The antagonist? Write a diary entry for each character and explore their points of view.
- Portray the dilemma with a drawing or painting. Draw an illustration for a book cover that portrays the dilemma.
- Write a script that delineates a confrontation between the protagonist and antagonist, making sure to present each point of view and position in the dilemma. After reading your script to the class, ask your classmates to agree or disagree with each character's position and provide reasons for their choices.
- Dilemmas in young adult fiction involve issues relevant to this stage in life. Think of the issues involved in the dilemma facing your main character. What popular songs, TV shows, or movies explore these issues? Make a chart indicating the titles of movies, shows, and songs that address these issues in the popular culture.
- If you were to design a t-shirt for your protagonist, what would it say? If you were to design a t-shirt for your antagonist, what would it say?
- The whole class is making a reference book containing brief biographies of characters from popular novels. Write a brief biography of the protagonist. Then write one for the antagonist. In each biography, describe personality as well as major incidents in the characters' lives.
- You are casting a movie version of a book. Who will you choose to play each character? Why would you choose each character?
- Draw a web or map that illustrates the forces affecting the protagonist. Draw a picture of your main character in the central node and place symbols for people, environmental influences, situational influences, and attitudinal influences

Stages of Development (Continued)

Stage 3—Level of approval-seeking

The main characters make decisions so that significant others will approve of the actions. Choices conform to adult and peer standards and mores that are important to maintain good will.

Stage 4—Level of rule orientation

The main characters make decisions based on society's conventions and laws. Behavior is judged as good if it conforms to rules and regulations established by an authority.

Stage 5—Level of social utility

The main characters make decisions within the legal system so that social order and the rights of others can be maintained; however, rational and responsible action to change or modify the law is initiated when the need arises.

in nodes around him/her. With arrows, show how these forces are interacting and affecting the main character.

- In a novel, the heroine or hero must make certain choices. There are forces that push the main character toward one choice or another. Draw a force field analysis and diagram the forces pushing the main character toward one resolution or another. A force field analysis uses a diagram resembling a football field. Forces pushing a character toward one end (goal) or another are written on either side of the main character with arrows indicating how they influence the character.
- Very often antagonists are portrayed as having power to force decisions and bend characters to their will. Compare the antagonist from the book you have read with someone you know in real life. Make a chart detailing how the book's character acts like the person you know. Include some statements about the way this person makes you feel and behave.
- Sometimes dilemmas and conflicts in novels involve violence. Some authors make their protagonists "tragic heroes" who suffer for their viewpoints and endure violence for their choices. Write an essay in which you explore violence as a part of dilemma resolution. Must a "moral" choice involve a violent reaction? Explore the pros and cons of presenting violence as an outcome of moral decisions.
- Below is a list of vocabulary words that relate to dilemmas and conflict resolution. Write a sentence or two to explain these words in relation to the situations in the story.

options	apathy
values	conformity
resolution	amoral
foreshadow	deprecate
conscience	utility
reciprocity	tension
universality	ethical
consequence	chastisement
consciousness	assuage

- It is important to see an issue from both sides. Pretend that you have an opportunity to talk to the protagonist. List five reasons you would give to dissuade the main character from the chosen resolution of the dilemma. Then write a plan for an alternative resolution.

Stages of Development (Continued)

Stage 6—Level of universal consciousness

The main characters make decisions according to the Golden Rule ("Do unto others as you would have them do unto you."). Actions are based on reciprocity and reflect a belief in the universality of justice, respect, trust, and human rights.

- Prepare an interview to role-play with a classmate. Have your partner portray the protagonist or antagonist. Write some questions to ask the story character about the dilemma. Write questions about feelings, dynamics leading up to the dilemma, options about resolution of the dilemma, and methods of resolving the dilemma. Role-play the interview for the class.
- You are a television critic reviewing this book on a news program. Prepare your oral review and incorporate an evaluation of the dilemma and resolution. Use the following criteria to evaluate the book and add some of your own.

  Realism—Is the dilemma something that could happen? Is it portrayed in a realistic way?

  Meaningfulness—Does the dilemma concern an important issue?

  Theme—Is the theme relevant to other life situations?
- In books with dilemmas, we gain many insights that can be generalized to other situations. Write a paragraph about a lesson you learned from this story that can be transferred to your life.
- Cave people presumably believed in the art of sympathetic magic. When a picture was drawn on a cave wall, it was to influence fate toward that goal. Draw a piece of "sympathetic art" to illustrate the ending you would like to occur.
- Make a poster of a problem-solving technique that can be used to resolve dilemmas.

Historical Perspectives

Role-Plays for Junior High Students

Brief Description

Outlines several writing assignments for junior high students that develop critical thinking skills.

Objectives

To encourage students to integrate facts and ideas from various perspectives; to give students opportunities to write for different purposes and different audiences in the content areas.

Procedures

The following five assignments can be used in a unit on the American Revolution.

- Pretend you are a Green Mountain Boy with Ethan Allen during the capture of Fort Ticonderoga. Write a letter to the Sons of Liberty in Boston, informing them of this capture.
- Pretend you are a Loyalist who has fled to Canada at the time of the Revolution. Write a letter to a cousin who is a Patriot. Try to explain the choice you have made.
- Pretend you are Benjamin Franklin and that you have been sent to France to talk the French king into giving Americans aid during the Revolution. Write a short speech convincing the king that France should help the Americans. Tell what would happen if he did and what might happen if he did not.
- Pretend you are a newspaper reporter and write a news report about the Boston Massacre for a colonial newspaper.

The following assignment helps students gain an understanding of perspective in news reporting and of the need to "read between the lines."

- Write two different newspaper reports on the Boston Massacre. First, take the side of the British. Then, assume the perspective of the colonists.

The following assignment can be used in a unit on different immigrant groups.

- Pretend you are a member of the British Parliament in the 1840s and devise a solution to the Irish Potato Famine.

Source

ED 239 260

Stotsky, Sandra. "Imagination, Writing, and the Integration of Knowledge." Revised version of a paper presented at the Annual Meeting of the New England Association of Teachers of English, 1983. 45 pp.

The following assignment can be used after studying experimental, model societies.

- Pretend you are Robert Owen and write a poem describing your model society, New Harmony.

The following assignment can be used at the end of a unit on the Soviet Union.

- Pretend you are a travel agent and write a travelogue encouraging tourists to visit the Soviet Union. Brainstorm about the kinds of things visitors might like to see or learn about in the following categories: cultural attractions, geographical features, structure of government, and historical highlights.

Results/Benefits

These assignments allow students to integrate knowledge from a personal perspective and to manipulate that knowledge for imaginative solutions to real situations or problems in the past and present.

Comments/Notes:

Writing to Learn

Journal-Writing Activities

Brief Description

Presents several writing-to-learn activities using journals/learning logs.

Objectives

To increase writing fluency, stimulate cognitive growth, reinforce learning, and foster problem-solving skills.

Procedures

1. Write a question on the board each day before students arrive.

   - Open your journal and write for five minutes, responding to the question on the board.

When students finish writing, you might (1) save the writings for future use, (2) have three volunteers read their responses and lead the discussion into the day's lesson, or (3) read each response aloud, then use class time for group revising and rewriting.

2. Use journals for closure by allowing five minutes at the end of a day's lesson for students to write their own observations or summaries about what occurred. During this time you can also write in your own journal. This models the activity for your students and allows you some important reflection time.

3. Interrupt a lengthy lecture with a five-minute journal write. For students passively listening, this gives them a chance to get their thoughts back onto the subject. If students are misunderstanding a point in the lecture, reading their journals will give you some insight to help clear up the misunderstanding.

4. Interrupt a discussion with writing to help the discussion change direction, to get back on the point, or to encourage more students to participate. Having them write their ideas about the point of discussion will show them that they have something to say about the subject.

5. Use learning logs for problem solving by having students write about a problem. The act of writing helps clarify thinking. Solutions to problems are often discovered while writing about the problem.

Source

ED 295 127

Jacobson, Annette,ed. *Essential Learning Skills across the Curriculum*, Oregon State Department of Education, 1987. 58 pp.

6. Arrange readings into several major divisions, with six to ten selections in each. After each division, have students write one or two pages in their journals.

   - Identify a unifying theme and support your choice with references from the works you have studied in this unit.

Comments/Notes:

Reasoning Skills

Content Area Reading Guides

Brief Description

Presents a method of teaching critical reading that emphasizes preparation for and guidance during reading, rather than relying only on postreading activities.

Objectives

To help students expand knowledge in the content areas and acquire skills in reading critically.

Procedures

Preparation

1. Discuss with students the topic of the chosen passage. This can help students relate new information to their personal knowledge.
2. Review facts that students have previously learned.
3. Present necessary vocabulary, including, but not limited to, that which is technical.
4. Direct students to look for specific information in the passage. Help students focus on what is most important in a passage.

Guidance

Prepare a reading guide that consists of two sets of statements for students to verify or dispute. The statements in the first, or literal, set express essential information from the text. The statements in the second, or critical, set are interpretations, applications, analyses, and evaluations of the information.

Examples of both types of statements follow the paragraph below and relate the information presented in it.

> Did you know that the sun is a star much like the stars you see twinkling in the night sky? The sun looks so much bigger and brighter because it is so much closer to the Earth. The sun is 93 million miles from Earth. The next closest star is 21 trillion miles away.

Source

ED 294 034

Valaitis, Mirga. "Teaching Critical Reading in the Content Areas. Techniques," *Lifelong Learning*, v11 n7 May 1988, pp. 28-30.

Literal Statements

1. The sun is a star.
2. The sun looks brighter than other stars because it is bigger than they are.

Critical Statements

1. We depend on the sun more than on any other star. (interpretation)
2. Things are not always as they appear. (application)
3. Light travels at 186,000 miles per second. You can conclude that light from the sun reaches Earth in less than a second. (application)
4. The distances, 93 million miles and 21 trillion miles, are probably approximate rather than exact. (evaluation)
5. There is no star 5 billion miles away from Earth. (analysis)

Present students with copies of the guide and divide students into groups of three to five. Have them mark the statements on the guide that the members of their group agree are true. Check the group's work and discuss their thinking processes. Examine any faulty reasoning. Point out effective examples of reasoning that you observe.

Results/Benefits

Discussion takes place before the students read. You can anticipate assistance students will need to understand a passage, and you can provide it so that reading can be a productive activity. Students mark their answers as they read. Because this simulates the reading process, the activity becomes part of the learning experience rather than a test of students' critical reading abilities. Students are more likely to ask for explanations, even repeated ones, in a small group of peers than they are in front of the whole class, and peers' explanations can sometimes be more effective than those you give. This activity can help students develop behavioral patterns that they can use when reading independently. Students can also become active participants in the learning process.

Critical Reading

Newspapers, Junk Mail, and Television

Brief Description

Presents a set of critical reading activities using newspapers, junk mail, and television-related materials.

Objective

To develop students' critical reading skills.

Procedures

Reading Newspapers

- Compare news items on the front page of three or four different newspapers to see if they agree on what is most important.
- Compare a story in the newspaper with the same story covered on television news.
- Read various columnists regularly over a period of time and identify their viewpoints on political issues and world affairs.
- Identify the elements in the graphics used to illustrate stories; discuss their effectiveness.
- Read and discuss letters to the editor expressing opposing views on an issue. Then write your own letter to the editor.
- Read a movie review and compare it with your own opinion of the movie after seeing it.

Reading the Sports Page

- Compile a list of words that sports writers use to indicate that one team has beaten another, such as "killed," "slaughtered," or "annihilated." Why do writers use such vivid and exaggerated terms to convey that the team won? What emotional effect do such terms have on the reader?
- Compare the breezy style of the sports page with that of the business section, the arts section, or the editorial page. Why is the tone different? What purposes are writers of various sections trying to achieve?

Source

ED 281 165

Fuchs, Lucy. *Teaching Reading in the Secondary School. Fastback 251.* Phi Delta Kappa Educational Foundation, 1987. 34 pp.

- Follow a sports writer's column for a week or two to see if you can detect any bias in the writing (for example, favoritism for certain teams or coaches).
- Compare the space given to various sports. Does one sport dominate? Do local or national sports receive more coverage? What about women's sports?

Using Junk Mail

- Save up all the junk mail you receive for about a month. What techniques are used to attract and hold the reader's attention?

These might include the blurb on the envelope tempting readers to see what is inside, the use of color or underlining to emphasize key words, the use of short paragraphs and simple direct sentences, and the repetition of key ideas.

- What common appeals does junk mail use to entice readers?

Some of these appeals include:

1. Guilt. "Because of the way this particular group has been treated historically, you owe it to them to help."
2. Compassion. "If you don't send a donation, this child (photograph) may die of malnutrition."
3. Snobbery. "You are among a select few receiving this special offer."
4. Greed. "Send us five dollars and you could quickly earn five thousand dollars."
5. Patriotism. "If you do not support us on this, the American way of life we know and love may well disappear."

Television and Reading

Most movies on television, and even made-for-television movies, are based on books. Encourage students to read the book and compare it with the movie. Books are able to give much deeper insights into the thoughts and motivations of the characters, but the color and action of the movie enlivens the story.

Even for movies or documentaries that are not based on books, you can suggest a book related to the themes or issues presented.

Information Sources

Analyzing Conflicting Accounts

Brief Description

Presents an approach to teaching critical reading that treats reading as a meaning-driven, hypothesis-generating process involving interactions between the thoughts of readers and authors.

Source

ED 251 806

Frager, Alan M. and Thompson, Loren. "Conflict: The Key to Critical Reading Instruction." Paper presented at the 30th Annual Meeting of the Ohio Council of the International Reading Association, 1984. 18 pp.

Objectives

To elicit from the students all facts and inferences that define divergent perspectives; to stir up cognitive dissonance, tension that motivates students to want to read and inquire further to resolve the conflict on the subject being studied.

Procedures

Find reading selections in articles from newspapers, magazines, and trade books that present conflicting accounts of a person, event, or situation. This allows you to match reading selections with students' interests, reading abilities, and desires for current and topical information.

Distribute accounts describing one point of view to half of the class and accounts describing an opposite point of view to the other half. Or, give all students both conflicting accounts and ask students to reach a tentative conclusion about which account is closer to the "truth."

The following is an example that presents two conflicting accounts.

One account could be a generic discussion, like the one contained in the *World Book Encyclopedia* (1982) on the Japanese people:

> Today, the people of Japan are a mixture of Mongol and Malay. Most Japanese have yellowish skin, dark eyes, prominent cheekbones, and straight black hair. Their eyes seem slanted because the inner edge of their upper eyelids has a fold. Most Japanese are short and stocky, and their legs are short in proportion to their bodies.

The other accou must be a corresponding article, such as the one from *Time* magazine, entitled, "How to Tell Your Friends from the Japs," (December 22, 1941). This article, which may have to be reproduced from microfilm, is structured as a comparison between

the Chinese ("our friends") and the Japanese (America's enemies during World War II):

> Some Chinese are tall (average: 5 ft. 5 in.). Virtually all Japanese are short (average: 5 ft. 2 1/2 in.). Japanese are likely to be stockier and broader-hipped than short Chinese. Japanese—except for wrestlers—are seldom fat; they often dry up and grow lean as they age. Those who know them best often rely on facial expression to tell them apart: the Chinese expression is likely to be more placid, kindly, open; the Japanese more positive, dogmatic, arrogant. Japanese are hesitant, nervous in conversation, laugh loudly at the wrong time. Japanese walk stiffly erect, hard-heeled. Chinese, more relaxed, have an easy gait, some-times shuffle.

Elicit comments from students on their conceptions of what Japanese people are like. Ask students to read from the accounts to get a clearer description of Japanese people.

If you know a Japanese person, invite him/her to be a guest of your class for this discussion, and to take part in the conversation. You might want to ask the visiting Japanese not to enter the classroom until half-way through the discussion, so that your students would feel free to explore their opinions in the absence of the person talked about.

- What descriptive terms are used in each account to describe the Japanese? Are *all* Japanese short? Do Japanese facial features *really* reveal "dogmatic, arrogant" expressions?

Make a list of these characteristics on the board or a transparency. Increase the cognitive dissonance stirred up by the two accounts by highlighting obvious and subtle contradictions. Take a neutral stance to encourage students to defend the statements from both accounts vigorously.

- Reflect on the following considerations that may affect your understanding of the descriptions of the Japanese: the accounts were written at different times; the authors had different purposes for writing; the accounts, to different degrees, lump together members of a group and associate them with particular traits—i.e. stereotypes of the Japanese people.

Use these three considerations as discussion foci to lead students to examine the descriptions elicited and have them suggest sources for more valid information about the Japanese people.

Resource Analysis

Improving Information-Use Skills

Brief Description

Presents a model of instruction in which media specialists, in cooperation with teachers, go beyond teaching library skills and work with students to develop critical thinking and information-use skills.

Source

Berkowitz, Bob and Berkowitz, Joyce. "Thinking Is Critical: Moving Students beyond Location," *School Library Media Activities Monthly*, v3 n9 May 1987, pp 25-27.

Objectives

To help students develop their own systems or strategies for dealing with information through critical thinking, a set of skills and abilities associated with the application and interpretation of information; to extend students' analytical, creative, and evaluative thinking abilities; to give students opportunities to demonstrate their abilities beyond those needed for location and retrieval; and to provide students with a technique to confront information with confidence.

Procedures

A technique that acts as an important learning tool—coordinating the classroom content, location skills, and information-use skills into a context for developing higher-level thinking skills—is the "information analysis sheet." This approach can act as a prescription for handling information that requires students to move beyond the lower-level thinking skills of location, knowledge, and understanding to information use at the higher-level skills of thinking—application, analysis, synthesis, and evaluation.

When developing an "information analysis sheet," consider a simple checklist of questions:

Does it incorporate information-use skills?

Does the assignment rely on literal or location/retrieval questions?

Do the questions address the application, analysis, synthesis, and evaluation levels?

Does the assignment incorporate important content skills or learning? If so, you're on the right track.

A typical information analysis sheet looks like this:

Information Analysis Sheet

Using the *Social Issues Resources Series*, locate an article that deals with the topic of nutrition as it relates to one of the following areas of concern: aging, alcohol, consumerism, health, mental health, overpopulation, or the women's struggle.

After reading the article carefully, do the following:

1. Identify and quote the thesis statement.
2. Select 5 key words that are important to understanding this article; list them and define each word using a scientific dictionary or encyclopedia.
3. Explain in your own words the author's point of view regarding the relationship between nutrition and the particular area of concern. (Limit your answer to five sentences.)
4. Select three ideas or facts the author uses to support the thesis, and rank them according to their importance. Explain your rationale.

After careful consideration, was there a recommendation or new information in the article that had an impact on you? If so, what was it? Decide what effect it had and why. If the article did not have an impact on you, what could the author have written to make a stronger statement. (Limit your answer to a maximum of ten sentences.)

Facts and Opinions

Promoting Bias-Free Reasoning

Brief Description

Presents four classroom strategies to foster critical reasoning and thinking.

Objectives

To correct major misconceptions that students hold about bias-free reasoning; to develop students' critical thinking skills.

Source

Beck, James. "Removing Four Roadblocks to Bias—Free Reading and Writing," *English Journal*, v74 n6 October 1985, pp. 56-58.

Procedures

Awareness of False Factuality

Have students read a set of writings on one topic, any set of articles on any topic that will work for your own grade level and student sophistication. Readings on any topic will work as long as they shatter students' blind acceptance of any argument supported by alleged "facts."

Awareness of Degrees of Truth/Falsehood

Next, work with the concept that many statements we read are not neatly true or false but a complex blend of accuracy and distortion. Probing questions can train students how to sift and wonder about a writer's specific statements. The following questions can be used with an article on marijuana.

- While reading an article on marijuana, ask yourself if each statement is:
  1. Utterly fact-free, an outright lie?
  2. A highly questionable or unknowable statistic?
  3. An old, tired, outdated "fact" or public belief?
  4. A statement that seems basically true, but into which logical fallacies enter. Here are some "true, but" variants.
     (a) The statement perhaps contains a grain of truth, but that grain is exaggerated.
     (b) The statement is true, but the facts seem subtly twisted (as in cardstacking, suppressing evidence, statistical fallacies).

Awareness of the Distinction between Facts and Values

Distinguish between fact-issues and opinion-issues. A fact-issue can and should be settled by appeal to factual data, and is not arguable. An opinion-issue depends upon varied value systems by which the value-issue is argued. Students soon see the important difference between objective facts about the safety and danger of seat belts, for example, and subjective judgments about television violence. Most students recognize only one way of knowing and arguing things—personal opinions. It comes as news to many students that we can employ a number of other ways of knowing—science, religion, culture, traditional or current majority opinion, and purely idiosyncratic ideas. Point out that no one way is universal; each may or may not be valid, depending upon the given situation.

(c) The statement is true, but is all one-sided, not the whole story, a hasty generalization from a skimpy sample.

(d) The statement contains expert testimony, but is the authority as unbiased as he or she is authoritative?

5. Is the statement true or false? Or is the statement ambiguous or uncertain? Is the meaning unverifiable by readers or actual experts, and do experts disagree among themselves?

Awareness of Rationalizing

Most textbooks emphasize detecting fallacies, and they overlook rationalization, a major cause of the fallacies and biases to begin with. Rationalization can be defined as "the spontaneous and loyal support of our preconceptions," the selecting of facts to try to prove a pre-existing conclusion. Good reasoning, by contrast, is letting the facts objectively determine the solution.

Give students the following list of six reasons underlying rationalizations.

1. In "Vested Interest," one seeks to maintain one's power or profit.
2. In "Just-Personal Predilections," one simply defends one's pet peeves or pleasures.
3. In "Extremist Fringes," whole small groups can forward their fantasies.
4. In "Stereotypes, Prejudices, and Sheer Ignorance," public misconceptions, culturally biased misjudgments, and simply not knowing (but speaking as if one did) are common knee-jerk reactions.
5. In "Ideologies," the fond beliefs of a self-appointed leader or a whole culture or nation can be defended.
6. In "Psycho-Political Slant," anyone can rationalize one's prior beliefs on controversial issues, depending on whether one sits more toward the conservative right or liberal left.

Because few students understand the concept of rationalization at first, analyze up to a dozen brief and carefully selected examples with the class. Make it a game, seeing who can spot not only the false parts of a writer's specific statements but also possible reasons behind the whole text.

Newspapers

Humor and Critical Reading

Brief Description

Provides activities for using newspaper humor to teach and reinforce critical thinking and reading abilities, including the following: predictive, contextual vocabulary development; inferencing with the 5 "W's"; and critical analysis of ideas.

Objective

To develop students' critical thinking and reading abilities.

Procedure

Predicting Meanings of Words in Isolation and in Context

1. Find humorous articles from the newspaper and list selected vocabulary words on the chalkboard or overhead projector.
   - Pronounce the words and guess at their meanings by associating known parts of a word.

Humorous guesses may result from attempting to define words in isolation.

2. Read the words in context to check the accuracy of the students' predictions. Discuss how context clarifies meanings.

Predicting Multiple Meanings of Words from Headlines

1. Design a bulletin board from headlines containing ambiguous multiple-meaning words or by writing new headlines to illustrate other meanings of the words when the context is changed.
2. Present sports page headlines using figurative expressions.
   - Write or illustrate other possible meanings for the figurative expressions.

Predicting Word Meanings from the Comics

1. Have students use standard English to rewrite the dialogue of a comic strip written in non-standard English.
   - Discuss why the characters speak the way they do.

Source

ED 266 433

Whitmer, Jean E. "Newspaper Humor: Tool for Critical Thinking and Reading Abilities." Paper presented at the Western Humor and Irony Conference, 1986. 11 pp.

2. Block out predictable words in a comic strip and have students insert words that make sense. Compare students' predictions to the words used in the text.
3. Develop a comics tic-tac-toe game by writing a dictionary definition on one side of a card. On the other side of the card, paste the caption containing the word. If the student can correctly define the word from context, a space on the tic-tac-toe game may be marked.

Thinking and Predicting with News Stories and Feature Articles

1. Cut out and mount interesting articles separated from the headlines.
   - Match headlines with articles or cartoons with captions.
2. Use humorous feature columns to demonstrate how satire combines humor and underlying meanings that gently poke fun at society. Read a satirical article to discuss multi-level meanings.
   - Are the articles funny?
   - Do they contain serious messages?
   - How many hidden meanings can be found?

Thinking and Predicting with Comics and Cartoons

- After reading comics such as "Prince Valiant," write predictions of what will happen in the next episode. Confirm or reject your predictions by reading the next episode.
- Draw inferences about present-day society or political problems from comics such as "Peanuts," "Bloom County," "Little Orphan Annie," and "Doonesbury."

Collect cartoons to show on the opaque or overhead projector.

- What is the cartoonist trying to say?
- What current events prompted this cartoon?
- How does the cartoonist's point of view agree or disagree with your opinion on this subject?

Critical Analysis of Newspaper Humor

1. Explain that facts can be verified, whereas opinions cannot. Ask students to read a humorous article such as, "Ernest Borgnine, Married 5 Times, Says: 'I've Finally Found Wedded Bliss'."
   - Categorize facts in one column and opinions in another, or underline facts in red and opinions in blue.

- Collect and categorize examples of propaganda devices, including glittering generalities, bandwagon, transfer, card-stacking, testimonials, and plain folks.
- Analyze the degree of truth and reliability in claims such as: "Straight, Black, and Beautiful," by Londun Line Curl Remover; "English Leather: The Civilized Way to Roar"; "Increase Your I.Q. up to 50%"; or "Look 20 Years Younger!"
- Critically analyze want ads. Look through personal ads and match possible couples from descriptions.

Comments/Notes:

Art Appreciation

Research-Oriented Writing

Source

ED 282 194

Fuchs, Gaynell M. "Mona Lisa Writes a Letter: An Alternative to the Research Paper." Paper presented at the 6th Spring Conference of the National Council of Teachers of English, 1987. 20 pp.

Brief Description

Presents a research-oriented writing assignment that involves an appreciation of visual art, an analysis of the concept of beauty in different cultures and time periods, and a synthesis of bibliographic information into a piece of creative writing.

Objectives

To examine the concept of beauty from a cross-cultural perspective; to introduce students to the research process; and to foster writing as a process of critical thinking.

Procedures

Ideally, you can use this assignment in conjunction with a visit to a local museum or art gallery. If this is not possible, have students look through art books in your school library. Make sure that the library contains reproductions of women in art from a variety of time periods and cultures.

Prepare a "Criticism Worksheet" for your students. In addition to spaces for the work's title, date, artist, and country, include the following sections:

- Description: List everything you see in the picture, describing it as fully as you can.
- Analysis: List questions to be thought about in order to understand this woman's role.
- Interpretation and Judgment: What, in your view, is the meaning, mood, and idea of this work of art? How does it make you feel?

You will need to prepare a reading list/bibliography for specific geographical areas and time periods. This will help guide students in their research.

- Choose a work of art that portrays a woman and that appeals to you.
- Determine the time period, the culture or country of the woman, and make a guess at the social class she represents. (The title of the painting and how she is portrayed are good

clues to this.) Then, complete the Criticism Worksheet. You must complete the Description and Analysis sections *before* you begin your research. You may wish to do the Interpretation section later.

- To begin your research, check the bibliography provided for you and then choose the appropriate books.
- Do some reading on the time period of your painting. You will need to find sources that discuss the life of a woman during the time period your picture represents, as well as sources that discuss costume. As you read, take notes. Think about the following questions:
  1. What kind of clothing is she wearing? Makeup? Jewelry? Hairstyle?
  2. What does her costume say about her lifestyle and what is expected of her? Can she move freely? Is she covered up or does her flesh show?
  3. What would this woman do each day?
  4. Would she have been in a position of power? Would she have been in a dependent position?
  5. What sort of education would she have received?
  6. How hard would she have to work to survive?
  7. When might she have married, and whom?
  8. What would she have been like in old age? If she is old, what might she have been like when she was your age?
  9. What sort of role would she have played at home and away from it?
  10. What might she have done for amusement?
  11. Do any other questions seem to look out at you from the painting? Ask them yourself, and answer them.
- Gather information to produce an understanding of the woman's life. As you take notes, put the material in your own words. Do not copy directly from your sources. Be sure to include the page number and a key on each of your note cards. Note cards will be handed in.
- Write a rough draft, choosing one of the following approaches. You will not need to footnote, but you will turn in a bibliography and note cards.
  1. Role-play the woman. You are the woman in the painting. Using material you have read about the life and costume

of "your" day, write about yourself as if you were keeping a diary or writing a letter to a friend or relative. Your task is to apply your research materials to a thoughtful description of "your" life.

2. If being this woman bothers you, then you may take the identity of someone close to her, such as a brother, husband, father, fiance, or anyone else. Write in journal or letter form. Again, you will be incorporating facts into a fictitious life.

3. Discuss the painting as if you were an art critic. In this case, you might wish to do some additional reading on the artist or the style of art that is represented. Talk about the painting and how it reflects the culture, class, costume, and aesthetic concepts of its time and place. If you attempt this option, it will give you a stronger background in art.

- Ask a friend to read your rough draft and comment on your paper.
- Finish the last part of your analysis sheet (your interpretation and judgment of the painting).
- Write your final copy. If at all possible, type it. Hand it in with note cards, the Criticism Worksheet, and a bibliography.

Thematic Units

Films Stimulate Student Writing

Brief Description

Outlines a unit using films to counterbalance students' perceived lack of ideas to begin writing.

Objectives

To motivate students to read; to encourage students to analyze and react to what they see and read; and to stimulate student writing.

Procedure

Choose a theme for this unit. Use that theme as a centerpiece to find and select films and excerpts from literature that reflect the theme. For example, if the theme is "places," you can use films such as *Harlem Wednesday* (a film about life in Harlem in the 1920s and 1930s), and *Except the People* (a film about 1960s life in New York's East Village). In addition, students can read excerpts from books such as Mark Twain's *Memories of a Missouri Farm* and Piri Thomas' *Down These Mean Street*.

Intermingle class discussions with the films and readings. Then, after several days of this preliminary work, assign students to write an essay on the theme "places." Provide a variety of topics, such as "A Place I'd Like to Visit" or "From My Window." Finally, share and critique students' compositions as a class.

Results/Benefits

The amount and organization of knowledge a reader brings to the reading act is an important factor in successful critical reading. This background knowledge can be stimulated and supplemented in pre-reading activities. In addition, films and literature are excellent ways to "massage" students' backgrounds in preparation for writing.

Source

ED 246 937

Rasinki, Timothy V. "The Role of Media in Encouraging Thinking and Language." Paper presented at the 29th Annual Meeting of the International Reading Association, 1984. 19 pp.

Content Area Reading

Prereading and Follow-up Strategies

Source

Bean, Thomas W. and Ericson, Bonnie O. "Text Previews and Three Level Study Guides for Content Area Critical Reading," *Journal of Reading*, v32 n4 January 1989, pp. 337-41.

Brief Description

Presents a content area reading approach that combines prereading and postreading strategies.

Objectives

To improve students' critical reading skills with expository text; to provide a framework for comprehending text.

Procedures

Text Previews

A text preview is a teacher-created introductory passage designed to provide a detailed framework for comprehending a content area reading selection. Writing a text preview for a reading assignment involves developing three major sections: (1) an interest-building section that includes an analogy to students' experience, (2) a brief synopsis of the selection, and (3) an explanation of any difficult vocabulary along with questions that guide the reader.

Study Guide Questions

These questions should ask students to react to text concepts at multiple levels of understanding. Factual, text-explicit questions are "right there on the page." Questions requiring some bridging inferences from the reader's prior knowledge or across sections of a passage involve a "think and search" process. Problem-solving questions ("on your own") should be based on experiences that move outside the text, asking the reader to operate independently.

The following are examples of text previews and study-guide questions for a junior high school science text and high school social studies text.

Text Preview—Cells and Tissues

The Microscope

If you wanted to see the word "cell" easily, you might use a magnifying glass to make it bigger. To see inside a cell, which is invisible to the naked eye, you need a microscope. A microscope is a lot more complicated than a magnifying glass, so it is important to learn how to use it correctly.

What do you think could go wrong while you are using a microscope?

In this chapter you will find out how to study cells by using a microscope the way a scientist does. You will also learn how to determine the power of a microscope.

As you read the chapter, try to answer the questions below. Some of the answers are found right there on the page, others have more than one possible answer and you need to think carefully about them.

Study Guide Questions

Right There on the Page

1. How should you carry a microscope?
2. If a lens is marked 10X, what does this mean?
3. Why is touching the lens a bad idea?
4. What happens if you clean the lens with dishwashing detergent?

On Your Own

5. If you had your own high-powered microscope, what would you want to study with it?
6. How do you think the microscope can help us find a cure for cancer and other diseases?
7. Do you think the part of the book describing the microscope was written in a way you could understand?

Text Preview—The Marxist Way

Suppose you worked in a music store 8 hours per day. Instead of getting a paycheck at the end of each week, you are required to donate your time (and pay) to the government. In return for your work, you receive a simple apartment and basic food. Everyone else has a similar apartment and food—no frills, no thrills.

But you are working for the common good of all people. How do you feel about this lifestyle?

The chapter you are going to read describes the role of Marxism in Latin America. "Marxism" refers to a social-political system in which goods are owned in common. Karl Marx's dream was for a classless society—no rich, no poor—with each person working and contributing to the well-being of all.

As you read this chapter, consider the following questions:

Study Guide Questions

Right There on the Page

1. Why would some people in Latin America embrace Communism?
2. What happened in Santiago, Chile, when Salvador Allende tried to establish Marxist reforms?
3. What changes have occurred since 1959 in Fidel Castro's Cuba?

Think and Search

4. Why hasn't Castro's effort to develop a moneyless economy in Cuba been successful?

On Your Own

5. If you were a poor person in Cuba, how would you feel about Castro's Marxist economy?
6. If you were a middle-class person in Cuba, how would you feel about Castro's Marxist economy?
7. As an American accustomed to our free enterprise system, how do you feel about the Marxist system?
8. What would be the effect in Latin America of the collapse of Marxism in Eastern Europe and Asia?

Collaborative Learning

Have students work on the text previews and study-guide questions in pairs or small groups. Students can jointly explore new ideas while you are free to circulate among the groups. Students are more willing to attempt these types of questions when they are assisted by peers in a low-risk situation.

Results/Benefits

Students learn to become active, critical readers. When working cooperatively, students show significant gains in achievement, self-esteem, and sociocultural understanding.

Three Exercises

Categorization and Analogy

Brief Description

Presents three activities that use analogies to develop critical thinking skills.

Objective

To develop reasoning strategies that allow students to transfer attributes from a familiar topic to an unfamiliar one.

Procedures

Exercise 1

This exercise can be used to teach vocabulary, and develop concepts in content areas. First, work through a categorization exercise to show students how words are grouped together.

- Organize the following list into groups of related words:

Feet	Airplane
Terror	Boat
Nose	Joy
Elbow	Bicycle
Pity	Love
Skateboard	Knee

Next, have students discriminate between words that belong to a higher-level concept and those that do not.

Finally, you can develop a multiple choice format from which students can select the correct solution to analogies.

Exercise 2

The following exercise uses analogies to teach reasoning skills.

Develop an analogy for students. Example: *Fuel pump* is to *Car* as *Heart* is to *Body*.

Provide relationship sentences.

Source

ED 235 464

Devall, Yvonna L. "Guide Students to Read Critically through the Instructional Use of Analogies." Paper presented at the 28th Annual Meeting of the International Reading Association, 1983. 28 pp.

- Select the statement that best describes the relationship.
  1. A _____ is a _____
  2. A _____ pumps gas in a _____.
  3. A _____ moves fluid in a _____.
- Write your own relationship sentences.

  Example: A fuel pump moves fluid in a car. A heart moves blood in a body.
- Complete the following analogy and explain the relationship:

  Carburetor is to *Car* as:

  Arms are to *Body*

  Hood is to *Bonnet*

  Lungs are to *Body*

  Blood is to *Heart*

Following the pattern A is to B as C is to D, have students work in pairs to compose a relationship sentence. They can vary the format by finding A and D or B and D. The relationship sentence must fit the logical pattern. If it does not, the analogy is not correct.

Exercise 3

This exercise is called AEIOU and Sometimes Y (Analyze relationships, Explain, Instruct, Organize, Use, and sometimes You—you may have to provide structure and encouragement). It can be used for literature as well as science or social studies texts.

Show students several types of analogies. Help them discover and analyze the different kinds of relationships that can be expressed through the use of analogies. Do not provide a complete word list. Instead, let students practice discovering analogous relationships, then let them find the word or words that will complete the analogy. Do the best you can to develop analogies out of your students' backgrounds.

Once students have mastered this technique, read a passage to them and provide an analogy that relates to the passage. Have them explain the relationship. Let students write a different analogy for the same passage and discuss their reasons for choosing the relationship.

Next, have students read a passage on their own, provide an analogy, and discuss its relevance.

Finally, give them a passage to read and have them develop an analogy for the passage. This will help them to organize their thinking about their previous knowledge. Differences in analogies should be discussed to show that interpretation of written text is subject to the readers' background knowledge.

Results/Benefits

Instruction using analogies to bridge the gap between the new and the known can help all students become more critical consumers of information.

Comments/Notes:

Annotated Bibliography of Related Resources in the ERIC Database

Documents cited in this section provide additional ideas and activities for teaching critical thinking, reading, and writing. The ED numbers for sources in *Resources in Education* are included to enable you to go directly to microfiche collections, or to order from the ERIC Document Reproduction Service (EDRS). If a citation has a CS number rather than an ED number, look in *RIE* or the ERIC database to find the corresponding ED numbers.

Adams, Dennis M. "Critical Reading: Visual Skills." Paper presented at the 18th Annual Meeting of the Colorado Council of the International Reading Association, 1985. 10 pp. [ED 260 371]

The computer controlled visual media, particularly television, are becoming a powerful instrument for the manipulation of thought. Powerful visual images increasingly reflect and shape personal and external reality—politics being one such example—and it is crucial that the viewing public understand the nature of these media messages. As print can assist visual literacy, so too can television help build more powerful literacy campaigns. Specific activities that promote visual literacy include (1) moving children progressively from catalogs, newspapers, and magazines to television, allowing them to locate features that influence purchasing; (2) using home video recordings to show how metaphoric thinking can be found in the lyrics of some music and how symbols are used to make a statement; and (3) having children explore how common visualizations are created with computer-based technology for television news.

Brown, Ann L. *Teaching Students to Think as They Read: Implications for Curriculum Reform.* Reading Education Report No. 58. American Educational Research Association, Washington, DC; Bolt, Beranek and Newman, Inc., Cambridge, MA; Illinois Univ., Urbana, IL. Center for the Study of Reading. 1985. 42 pp. [ED 273 567]

Reading comprehension skills can be taught effectively across the curriculum, leading to enhanced critical thinking and reading skills, as well as improved performance in content areas. The best approach to creating independent readers is to guide them in acquiring strategies for attacking texts on their own. Instructional procedures that introduce strategies as they are needed in the context of actually understanding texts, where the strategies are demonstrated over time, and where the student is fully informed of the purpose of the strategy, produce long-lasting, significant improvements in reading comprehension scores. A description is presented of one such instructional program in which the techniques of expert scaffolding of materials and reciprocal teaching through dialogue are used.

Chamberlin, John; Harder, John. "International Development Education in the English Classroom." Paper presented at the 15th Annual Meeting of the Canadian Council of Teachers of English, 1982. 27 pp. [ED 225 150]

International development education in the English classroom could include the critical analysis of print-media coverage of events in the Third World and the reading of fiction written by Third World authors. An integration of both activities requires a theoretical framework that would affirm the usefulness of the discipline's pursuits in language study and in the reading of literature and that would also offer interrelated theories of both the mass media and artistic, imaginative fiction. Such a theoretical structure is provided in two works by Herbert Marcuse: *One-Dimensional Man* and *The Aesthetic Dimension*. These two books offer a convincing explanation of the complacent, consumerist attitudes of so many students and also provide a rationale for the potential that the study of language and literature has to change those attitudes.

Chance, Paul. "Teaching Thinking," *Curriculum Report,* v15 n5 May 1986. National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091. ($1.00 prepaid; quantity discounts) 1986. 8 pp. [ED 271 816; paper copy not available from EDRS]

As the world moves from the industrial age into the information age, people become less dependent on basic facts and skills and more dependent on the ability to manipulate information. The higher-level thinking skills that are needed in this new age must be taught in the schools. This report discusses the characteristics of six programs for teaching thinking and lists contact people at schools where the programs have been instituted. The six programs

are CoRT (named for its originating institution, the Cognitive Research Trust), the Productive Thinking Program, Philosophy for Children, Odyssey, Instrumental Enrichment, and Thoughtful Teaching.

Christenbury, Leila; Kelly, Patricia P. *Questioning: A Path to Critical Thinking.* ERIC Clearinghouse on Reading and Communication Skills, Urbana, IL; National Council of Teachers of English, Urbana, IL. 1983. 40 pp. [ED 226 372]

Intended to help upper elementary and secondary school teachers increase their students' critical thinking, this booklet discusses the theory and techniques behind the use of questioning to evoke prior knowledge and further inquiry. Concludes with a discussion on helping students generate their own questions to stimulate further critical thinking.

Cierzniak, Suzanne Lipetska. *The Question of Critical Thinking: An Annotated Bibliography.* 1985. 54 pp. [ED 260 069]

This annotated bibliography attempts to answer the following questions: (1) What is critical thinking? (2) Can it be taught and to whom? (3) Which methods are most practical for teaching critical thinking to secondary students? and (4) Can its acquisition be tested? The first question researches the literature for a definition of the term. The second examines the age group that benefits most from instruction. The third question presents practical methods for teaching the skill, and finally, the fourth investigates the possibility of testing acquisition of critical thinking skills.

Costa, Arthur L., ed. *Developing Minds: A Resource Book for Teaching Thinking.* Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314. ($19.95) 1985. 347 pp. [ED 262 968; paper copy not available from EDRS]

This 10-part resource book contains 54 articles that address topics related to helping students become effective thinkers. The articles are organized under these categories: (1) the need to teach students to think, (2) creating school conditions for thinking, (3) definitions of thinking (including goals for a critical thinking curriculum), (4) a curriculum for thinking, (5) how thinking pervades the curriculum, (6) teacher behaviors that enable student thinking, (7) teaching strategies intended to develop student thinking, (8) programs for teaching thinking, (9) computers and thinking, and (10) assessing growth in thinking abilities. Additional articles are presented that provide resources for teaching thinking. Other resources (in 10 appendices) include a glossary of cognitive terminology, questions for system planners, overhead transparency masters, and various checklists and observation forms.

Dilworth, Collett B. "Critical Thinking and the Experience of Literature." Paper presented at the 75th Annual Meeting of the National Council of Teachers of English, 1985. 13 pp. [ED 266 477]

Despite the current emphasis on thinking skills and the resulting concentration on lists and taxonomies that do not succeed beyond research contexts, all reflective people know that critical thought relies not on applying mental steps but on simply trying to figure out what might be right or wrong. This depends on one basic cognitive act, contrasting—directing one's initial thoughts to the crucial differences between things or to the distinctions that reveal essential characteristics. To help students enjoy literature's resonances (the relationships of such elements as images, characters, and circumstances), teachers must foster their critical perceptions and contrastive powers through recognizing and applying contrastive thought. Such critical thought can be taught by example, guided discussion, and independent writing, particularly through use of a divided reader's journal in which students paraphrase and quote contrastive parts of literature texts.

"The Growing Thinkers Program," Houston Independent School District (Realistic Educational Achievement Can Happen—REACH, Vol. II, Part 1). Texas Education Agency, Austin, TX. 1988. 7 pp. [ED 297 278]

Growing Thinkers is a teacher in-service program, designed and instituted in the Houston (Texas) Independent School District, which focuses on the development of higher-order thinking abilities. The three overall goals of the program are: (1) to recognize and further develop excellence in teaching, (2) to enhance the development of higher-order thinking in the classroom, and (3) to create a body of teachers, skilled in using higher-order thinking processes, who can model effective teaching as they share strategies with their colleagues.

Hamrick, Lesanne. *Newspaper in Education Activity Book.* Temple Daily Telegram, TX. 1981. 60 pp. [ED 250 703]

Organized by sections of the newspaper, this booklet contains activity sheets that can be used to teach basic skills in a variety of subject areas, including language arts, reading, mathematics, social studies, and science. Designed for adaptation to most grade levels, the activity sheets allow students to use different newspaper sections

to locate details, categorize, sequence, distinguish fact from opinion, locate main ideas, form sentences, find facts, think critically, solve math problems, write creatively, comprehend, organize facts, and understand consumer information.

Hirst, Lois A.; Slavik, Christy. "Using Traditional Teaching to Expand Language Development and Critical Thinking." Paper presented at the 8th Annual International Native American Language Issues Institute, 1988. 18 pp. [ED 298 092]

Mass education in the United States from its inception was concerned with inculcating routine abilities, simple computation, basal texts, and religious and civic codes. It did not take into consideration interpretation or creativity. Native Americans have had difficulty fitting into this mold of standardization. Traditional Native American teaching centered on interpretation and creativity. The use of legends and fables for teaching important life skills and understanding the world around them encouraged students to become independent creative thinkers. Understanding and interpreting the message of stories was one of the primary means of teaching language and critical thinking. A curriculum model which relies on traditional teaching methods and uses Native American legends and fables to encourage the development of language proficiency and critical thinking is needed.

Howard, James. *Writing to Learn.* Second Edition. Council for Basic Education, Washington, DC. 1983. 57 pp. [ED 241 951]

Stressing that learning to write is learning to think, a series of workshops showed teachers in the content area how to use writing in their classrooms. Following a brief introduction to the program, workshop participants developed eight guidelines for creating effective writing assignments: (1) make all assignments worthwhile, (2) make them clear, (3) create assignments students could realistically accomplish, (4) do the assignments with the students, (5) insist that students write complete sentences and use their own words, (6) determine evaluation criteria, (7) grade rather than correct papers, and (8) share evaluation criteria and evaluations with students.

Johnson, Tony W. *Philosophy for Children: An Approach to Critical Thinking.* Fastback 206. Phi Delta Kappa, Bloomington, IN. 1984. 41 pp. [ED 242 629]

Describes curriculum and resources designed to foster and expand the philosophical thinking of elementary and middle school students. Discusses the philosophical foundations of philosophy for children and the significance of dialogue in teaching philosophy to children.

Karolides, Nicholas J., ed. "Beyond the Two R's." Focused issue of *Wisconsin English Journal,* v29 n2 Jan 1987. 36 pp. [ED 280 027]

The compendium of articles in this journal issue deal with the diverse components of the language arts, communication, and critical thinking curricula. The titles and authors of the articles are as follows: (1) "What to Do until the Doctor Comes: Speech in the Language Arts Classroom" (John Fortier), (2) "Teaching and Thinking Skills: Some Practical Applications" (Mary Kay Bryan), (3) "Getting Children to Tune In" (Caroline G. Majek), (4) "Non-Verbal Communication: A Necessary Tool to Classroom Learning Strategies" (Penny L. Krampien), (5) "Metanalysis: A Linguistic Approach" (Don L. F. Nilsen), and (6) "Introducing Language Concepts" (Nicholas J. Karolides).

Kruse, Janice; Presseisen, Barbara Z. *A Catalog of Programs for Teaching Thinking.* Research for Better Schools, Inc., Philadelphia, PA. 1987. 46 pp. [ED 290 125]

Designed to reach a varied audience, this catalog provides concise summaries of some of the major commercial programs that teach thinking, and furnishes descriptions in terms of major goal, target audience, assumptions, process/materials, time, and developer. Programs for elementary-age groups include higher-thinking skills, reading and thinking strategies, and vocabulary learning strategies. Two middle school programs are summarized—Odyssey, and Thinking Posters. The secondary program summaries include creative problem solving, critical analysis and thinking skills, and problem solving and comprehension. Publisher and/or developer addresses are given for each program, as well as a cost estimate for the materials mentioned.

Marzano, Robert J. "A Language/Interaction Based Model for Teaching Thinking Skills." Mid-Continent Regional Educational Lab., Inc., Denver, CO. 1984. 18 pp. [ED 252 814]

Describes an instructional model for reinforcing thinking skills in the classroom, kindergarten through grade 12. Discusses the model's three general areas of thinking skills: basic concept development, recognition of patterns among ideas, and use of paradigms for specific educational tasks. Considers four specific areas in which a classroom using this model would differ from a more traditional classroom. States that the model is a framework within which teachers can interact with students about information.

Maxwell, Laurie; Paulu, Nancy, eds. "Eight Pointers on Teaching Children to Think." Research in Brief. Office of Educational Research and Improvement, Washington, DC. 1987. 3 pp. [ED 277 992]

Based on the research report "Thinking Skills" by Robert J. Marzano and C. L. Hutchins, this paper offers the following pointers on teaching children to think: (1) when teaching new information, have students compare it with what they already know, (2) provide students with manageable ways to evaluate information and teach them to ask questions, (3) help students develop a good problem-solving framework, (4) use "guided imagery" (a technique that involves imagining an event or experience) to teach children important or difficult information, (5) teach children to elaborate by making inferences about information not explicitly stated in what they read, (6) encourage invention by asking students to create new information or products, (7) make sure students know how to use instruments such as a microscope or a map, and (8) encourage students to set goals for particular time frames. Examples of each pointer are included.

Neilsen, Allan R. *Critical Thinking and Reading: Empowering Learners to Think and Act.* Monograph on Teaching Critical Thinking Number 2. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN; National Council of Teachers of English, Urbana, IL. 54 pp. [ED 306 543]

Intended for teachers, this monograph encourages educators to think critically about critical reading as well as to think critically about what constitutes instruction of critical thinking in schools.

Newkirk, Thomas. *Critical Thinking and Writing: Reclaiming the Essay.* Monograph on Teaching Critical Thinking Number 3. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN; National Council of Teachers of English, Urbana, IL. 56 pp. [CS 212 028]

Argues that, unlike the structured, formulaic "school" essay, personal essays in the manner of Michel de Montaigne lead students to explore their connections with ideas and texts. Describes several strategies that use writing as a tool for critical thinking.

Rasinski, Timothy V. "The Role of Media in Encouraging Thinking and Language." Paper presented at the 29th Annual Meeting of the International Reading Association, 1984. 19 pp. [ED 246 397]

Explores the use of media as instructional tools to promote growth in thinking and language processes (primarily reading and writing). Examines media form and applies it to the interrelationship of experience, thought, and language. Proposes three models of media implementation in the experience-thought-language processes: (1) media as stimulus experiences for children, (2) media as experiences formulated by children, and (3) media as aids to the thought/formulative processes of children. Notes practical implications of the models for reading and writing instruction, and describes actual curricular programs that employ media in the ways suggested by the models.

Reif, Frederick. "Teaching Higher-Order Thinking Skills for a Technological World: Needs and Opportunities." American Educational Research Association, Washington, DC. 1984. 23 pp. [ED 273 572]

It is becoming increasingly important to teach students higher-order thinking skills in addition to mere factual knowledge. Recent scientific and technological advances offer significant opportunities to implement more effective teaching of these skills. By investigating intellectual processes, cognitive science has led to a significantly better understanding of the underlying human thought processes responsible for good performance in complex domains. Describes briefly some of the opportunities made possible by these recent developments. Identifies some important higher-order cognitive skills and discusses the evidence that these can be taught. Describes requirements needed for the effective teaching of higher-order cognitive skills and provides practical suggestions for promoting such teaching.

Scott, Michael R., and others. "Teaching Critical Reading through Set Theory." Working Paper No. 20. Prepared for the National Project on the Teaching of English for Special Purposes by the Center for Research, Resources and Information on Reading (CEPRIL). 1988. 31 pp. [ED 302 832]

Examines the context of critical reading and considers how it can best be taught. Includes some reflections on the current "state of the art" in critical reading in an English for Special Purposes (ESP) or English as a Second Language (ESL) context. Details a series of attempts to develop a set of questions that can be used in teaching critical reading, and introduces "set theory" (a math concept) to ESP.

Siegel, Marjorie; Carey, Robert F. *Critical Thinking: A Semiotic Perspective.* Monograph on Critical Thinking Number 1. ERIC/Reading and Communication Skills, IN; National Council of Teachers of English, Urbana, IL. 55 pp. 1989. [ED 303 802]

Intended for teachers, this monograph encourages readers to consider the notion that thinking critically is a matter of reading signs, and that it is the functions of signs that makes reflective thinking possible.

Tama, M. Carrol. "Thinking Skills: A Return to the Content Area Classroom." Paper presented at the 31st Annual Meeting of the International Reading Association, 1986. 19 pp. [ED 271 737]

The emphasis on promoting thinking skills in the classroom has fostered several trends, tendencies, and tensions. This movement has taken three directions: the teaching of thinking, teaching for thinking, and teaching about thinking. In the first, thinking is regarded as a process of developing a set amount of skills. The second fosters thinking skills in the specific context of school curricula. In the third, students are encouraged to become more conscious of their own mental processes as they study or solve problems. Students learn how to predict the outcome of their performance, to plan ahead, to apportion time and cognitive resources, and to monitor and edit more efficiently their efforts to learn. Tensions arise in both students and teachers as a result of this emphasis on thinking. Students tend to be passive and resist mental exertion, while teachers feel they have too much to do and too little support to nurture thinking in the classroom. Adapting some of the features of the National Writing Project into a program on thinking can alleviate some of these problems. To guide the kind of thinking processes selected for the program, five principles should be followed: (1) teach active learning, (2) articulate thinking, (3) structure thinking activities systematically, (4) motivate learning, and (5) evaluate continuously.

Thinking Skills: An Overview. Report of the Task Force on Thinking. New Jersey Basic Skills Council, Trenton, NJ. 1986. 68 pp. [ED 272 442]

Identifies ways to help interested educators orient themselves to the important and rapidly growing field of thinking skills instruction. Provides recommendations for those who make educational policy, for those who construct or select instructional materials, and for classroom teachers.

Tyrell, Jean. "Increasing Junior High School Students' Social Studies Concept Attainment through Reading Comprehension Activities." 1983. 27 pp. [ED 249 118]

Discusses ways in which social studies teachers can help students in grades 6, 7, and 8 improve their reading comprehension and understanding of social studies ideas and concepts. Provides sample reading comprehension activities.

Whitmer, Jean E. "Pickles Will Kill You: Use Humor to Teach Critical Reading Abilities." Paper presented at the 74th Annual Meeting of the National Council of Teachers of English, 1984. 19 pp. [ED 249 478]

In developing critical reading, humor may contribute to three broad categories of skills: discerning the author's purpose, inferencing, and evaluating content. Passages from children's books such as *Tales of a Fourth Grade Nothing* or *The Great Brain* can help to illustrate the need for teachers and students to thoughtfully infer and evaluate the author's mood and purpose. Word play and verbal nonsense provide excellent opportunities for teaching inferencing as students interpret or intelligently guess at the author's meaning. Teachers should include the judicial use of humor in the classroom for its potentially positive effects of brightening the environment, motivating students, and developing reactive, thinking readers.

Wiseman, Dennis G.; and others. "Teaching for Critical Thinking." Paper presented at the Annual Meeting of the Association of Teacher Educators, 1986. 18 pp. [ED 268 109]

Investigates the difference in the analysis of absolute and relativistic generalizations. Finds that differences do exist between middle and high school students in this area of absolute and relativistic thinking. As a result of these findings, implications are noted and recommendations are made that provide guidance for conducting instruction related to the enhancement of critical thinking skills in this area.

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